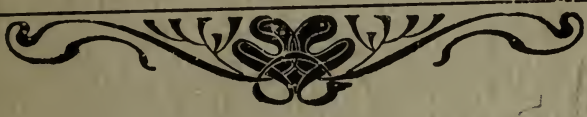


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Normal Bulletin



1912- 1913-1914



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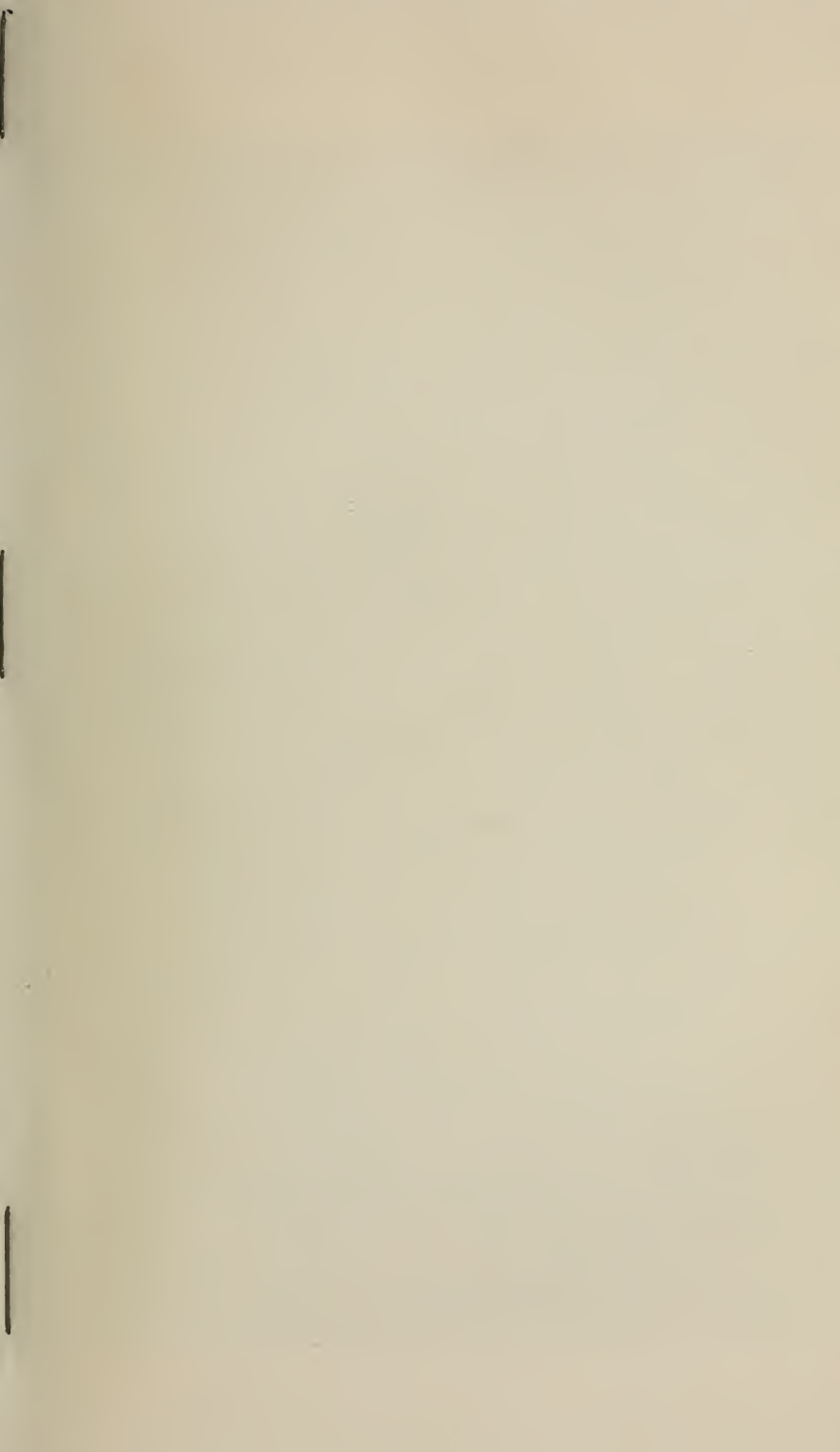
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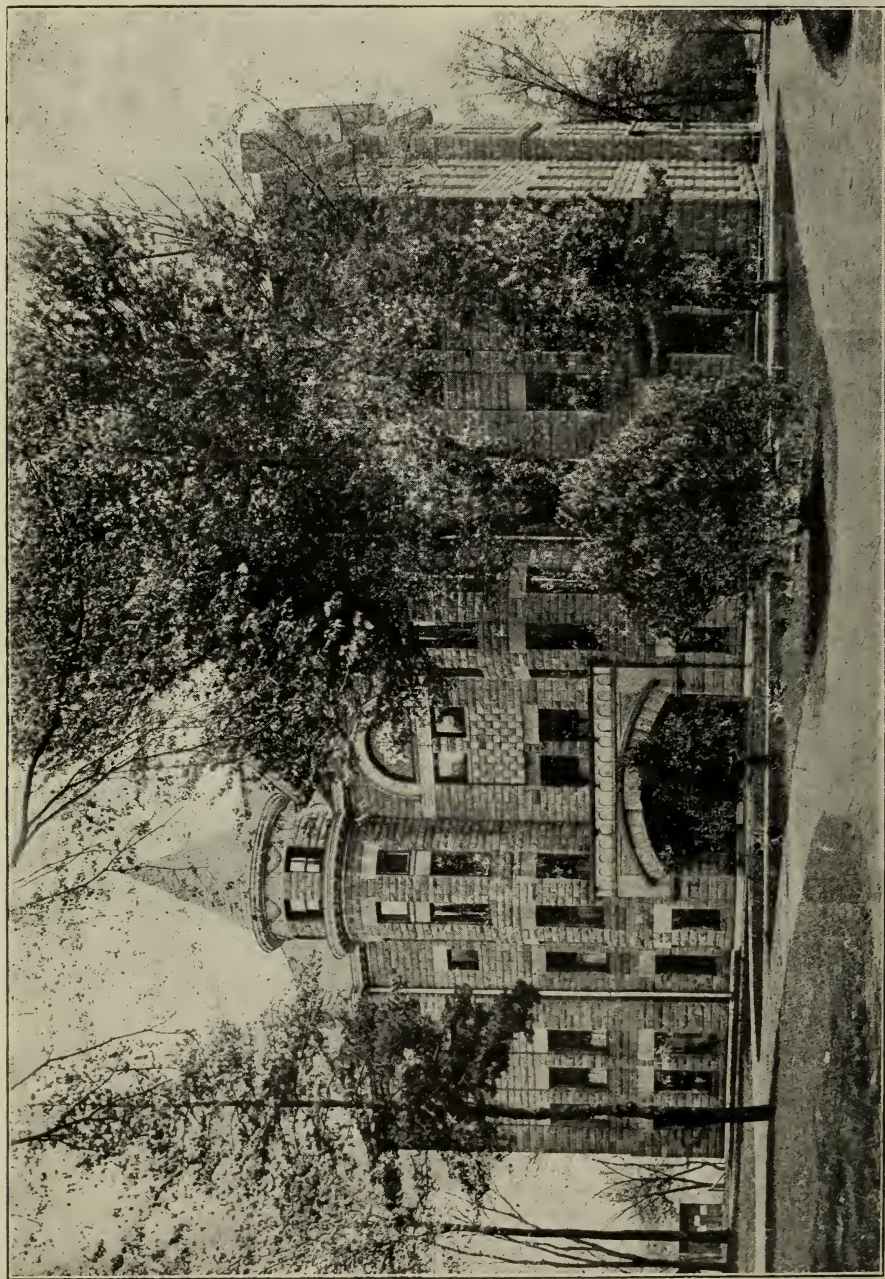
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State Normal School

Warrensburg, Missouri.





DOCKERY GYMNASIUM

BULLETIN

AND

FORTY-THIRD ANNUAL CATALOGUE

OF THE

State Normal School
Second District of Missouri

AND

ANNOUNCEMENTS

for 1913-1914

Established by an Act of the General Assembly—1871.
Organized May 10, 1871.

Published by the State Normal School
ISSUED QUARTERLY

C A L E N D A R

1913

JANUARY							JULY						
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1914

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JUNE							DECEMBER						
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BOARD OF REGENTS.

Hon. Wm. P. Evans, State Supt. of Schools.....Ex-Officio

Term expires January, 1915:

Dr. L. J. Schofield..... Warrensburg

Oscar C. Burch Jefferson City

Term expires January, 1917:

T. J. Murphy Windsor

G. W. Foster Warrensburg

Term expires 1919:

T. W. Silvers Butler

C. A. Keith Lexington

OFFICERS OF THE BOARD.

Chas. A. Keith President

T. J. Murphy Vice-President

Marcus Youngs Treasurer

NORMAL CALENDAR.

Fall Term begins	Tuesday, Sept. 9, 1913
Fall Term ends	Friday, Nov. 28, 1913
Winter Term begins.....	Monday, Dec. 1, 1913
Winter Term ends.....	Friday, Feb. 27, 1914
Spring Term begins.....	Monday, March 2, 1914
Spring Term ends.....	Thursday, May 28, 1914
Summer Term begins.....	Tuesday, June 2, 1914

HOLIDAYS.

Thanksgiving Recess.....	Nov. 27 to Dec. 1, 1913
Christmas Vacation.....	Dec. 19, 1913, to Dec. 30, 1913
Easter Vacation.....	April 3 to April 13, 1914

NORMAL DISTRICT EVENTS.

Inter-High School Declamatory Contest....	April 16, 1914
Inter-High School Contest.....	April 18, 1914
Inter-High School Track and Field Meet....	April 18, 1914

COMMENCEMENT EXERCISES

Annual Sermon.....	Sunday, May 24, 1914
Class Day Exercises.....	Tuesday, May 26, 1914
Alumni Class Day Exercises and Reunion Wed-....	
.....	nesday, May 27, 1914
Graduating Exercises And Annual Address.....	
.....	Thursday, May 28, 1914

FACULTY.

Wm. J. Hawkins, Ph. B., LL. D. (Missouri Valley College) President. In service of Public Schools in Missouri, 1883-1906; elected to present position, 1906.

Agriculture.

Harry A. Phillips, Professor of Agriculture and Geography. B. S., A. B., (University of Missouri); graduate work in Manhattan Agricultural College; Cornell University, two terms. In service of public schools in Missouri eight years; in this school since 1909.

Benjamin A. Pratt, Associate Professor in Agriculture and Director of Demonstration Farm. B. S. (Kansas State Normal Agricultural College); in service of public schools five years; of this school since 1912

Chemistry, Physiology and Hygiene.

Francis M. Walters, Professor of Chemistry and Physiology. A. B., A. M. (University of Indiana); graduate student in University of Chicago one year; in service of public schools six years; of this school since 1892.

Economics.

Walter E. Morrow, Professor of Economics. A. B. (Warrensburg State Normal School); in service of public schools twenty-one years; of this school since 1909.

Education.

- C. A. Phillips**, Professor of History and Philosophy of Education and Dean of the Faculty. M. S. (Odessa College) ; A. M. (University of Chicago) ; additional graduate work in University of Chicago one year; in service of public schools fifteen years; of this school since 1906.
- C. A. McPheeters**, Associate Professor of Education. A. B., A. M., (Westminster College) ; graduate student University of Leipzig, four semesters; University of Chicago four quarters; in service of denominational schools seven years; of this school since 1912.
- Pauline A. Humphreys**, Assistant in Education. Ph. B. (Warrensburg State Normal School) ; advanced work in Warrensburg Normal School, one year; student, University of Chicago, summer, 1913 in service of private school, two years; of public schools, seven years; of this school since 1912.

English, Language and Literature.

- Vincil C. Coulter**, Professor of English. Ph. B. (La-Grange College), A. B. (William Jewell College) ; A. M. (Brown University) ; additional graduate work in University of Chicago, one year; in service of denominational school, three years; of public schools, three years; of this school since 1907.
- Lucy Austin Ball**, First Associate Professor of English. A. M. (Central Female College, Lexington, Mo.) student in Chicago University, one year; in service of public schools, three years; of this school since 1904.
- C. F. Martin**, Associate Professor of English. A. B. (William Jewell College), A. M., (Brown University) ; additional graduate work in University of Chicago, two years; in service of public schools, one year; of this school since 1908.

Frederick Abbott, Associate Professor of English and Speech Arts. In service of private and public schools, eight years; of Colleges and State Normal Schools, five years; of this school since 1905.

Anna Bryan, Assistant in English. Ph. B. (Franklin College); graduate student University of Chicago, 1911; in service of public schools, two years; of this school since 1911.

French and German.

Annie Gardner Harris, Professor of French and German. A. B. (University of Kansas); graduate student, 1908-09, University of Kansas; in service of public schools, four years; of this school since 1911.

History.

E. L. Hendricks, Professor of History. A. B. (Franklin College), A. M. (Indiana University); additional graduate work, three summer terms—two at University of Chicago and one at Harvard and Fellow in University of Chicago 1909-1910; in service of public schools, seventeen years; of this school since 1910.

Laura L. Runyon, First Associate Professor of History. Ph. B., Ph. M. (University of Chicago); in service of University of Chicago Elementary School, five years; in service of this school since 1903.

H. H. Bass, Associate Professor of History. B. L. M. L. (University of Wisconsin); A. M. (Harvard); in service of public schools, five years; of this school since 1907.

C. H. McClure, Associate Professor in History. B. S., A. M., (University of Missouri); in service of public schools, ten years; of this school since 1910.

Latin and Greek.

Laura J. Yeater, Professor of Latin and Greek. A. B., A. M. (Wellesley); in service of public schools, nine years; of this school since 1900.

Mathematics.

James H. Scarborough, Professor of Mathematics. A. B., A. M., (Trinity College), M. S., Ph. D. (Vanderbilt University); in service of public schools, three years; of Colleges and Normal Schools, seven years; of this school since 1899.

Mary Anne Kennedy, First Associate Professor of Mathematics, Graduate of State Normal School, Cortland, N. Y.; student in Cornell University one year and a half; in service of private and public schools, two years; of this school since 1891.

Elizabeth T. Nickerson, Assistant in Mathematics. Pd. B. (Warrensburg State Normal School); in service of the school since 1890.

Fred W. Urban, Associate Professor of Mathematics. A. B. (Missouri University); in service of public schools, eleven years; of this school since 1906.

Physics.

Wilson C. Morris, Professor of Physics. Ph. B. (Mount Union College); Ph. D. (Illinois Wesleyan University); graduate student University of Chicago, one year; Cambridge University, one year; in service of public schools, three years; of this school since 1906.

Training School.

George R. Crissman, Superintendent of Training School. A. B. (University of Kansas); graduate student University of Chicago, one year; Harvard, one summer; Columbia University, one summer; in service of public schools eighteen years; of this school since 1909.

Anna Mary Todd, Supervisor. Ph. B. (University of Chicago); in service of public schools, two years; of Normal schools, four years; of this school since 1908.

Mabel Arnett, Supervisor. William Woods College, Fulton, Mo., 1895-1900; State Normal, Springfield, Mo., 1910; University of Chicago, Summer terms, 1908-1909, University of Colorado,, Summer term, 1911; Teachers' College, Columbia University, N. Y., 1912-1913; in service of public schools, ten years; elected to present position June 1913.

Mabel M. Richards, Supervisor. B. S. (in Education) University of Missouri; in public school Principalship and Superintendency several years; elected to present position, June 1913.

Edith Florence Perkins, Supervisor. Graduate of State Normal School, Buffalo, N. Y.; in service of public schools, seven years; of this school since 1910.

Rose B. Dennis, Supervisor. Pd. M. (Michigan State Normal College); in service of State and Normal Schools, thirteen years; of this school since 1912.

Julia Scott, Director of Kindergarten. Graduate of Kindergarten Normal, Galesburg, Ill.; graduate of Chicago Free Kindergarten Association Training School; in service of public schools, six years; of Kindergarten, twelve years; of this school since 1912.

DEPARTMENT OF TECHNICAL SUBJECTS.

Commerce.

H. G. Ellis, Head of Department of Commerce. Student two years (college work) at Cornell Academy, Mt. Vernon, Iowa; graduate of Cedar Rapids Business

College; in service of denominational and public schools, four years; of this school since 1912.

Drawing.

Elizabeth Shannon, Director of Drawing. Pd. B. (Warrensburg State Normal School); graduate of Pratt Institute; in service of public schools, six years; of this school since 1908.

Mayme B. Harwood, Assistant in Drawing. Pd. B. (Warrensburg State Normal School); graduate of Pratt Institute; in service of this school since 1906.

Manual Training.

August Ahrens, Director of Manual Training. Graduate of Pratt Institute; graduate student in Harvard University, one year; one summer in Clark University; one summer in University of Illinois; in service of public schools and Normal Schools, eight years; of this school since 1907.

Music.

Wm. Solomon, Director of Music. Student, Tonic-Sol-Fa College, London, three years; two summer sessions of New School of Methods, Chicago; in service of public and state schools, seventeen years; of this school since 1909.

Margaret L. James, Instructor in Public School Music and Voice. Graduate of Ahrens School of Music, New York City; post-graduate under Carl E. Dufft, New York City; student Columbia University; elected to present position, 1913.

Clara Hindsell, Instructor in public school music and piano. Student Columbia School of Music; graduate of Bethany College, Lindsborg, Kans., and American Conservatory, Chicago; Head of Music Department, State Normal, Springfield, S. Dak., 1910-1912; elected to present position 1913.

Physical Education.

Forrest C. Allen, Professor of Physical Education. P. P. E., D. O.; graduate Central College of Osteopathy; student University of Kansas, 1906-08; Director of Athletics, Baker University, 1908; assistant in Physical Training, University of Kansas. 1909; Head Coach of Basket Ball and Assistant in Physical Training, University of Kansas; also Coach of Basket Ball, Haskell Institute, Lawrence, Kansas, 1910; Physical Director, Kansas City Y. M. C. A., 1911-12; elected to present position, 1912.

Ruth Jane Baushke, Instructor of Physical Education for Women. A. B. (Michigan State Normal College); in service of public schools, two years; of State Normal School, four years; of this school since 1912.

Other Officers.

Mary V. Neet, Dean of Women. Student, Warrensburg State Normal School; student seven years in various summer schools; in service of public schools, five years; of this school since 1891.

Alice Ledlie Blair, Librarian. A. B., B. L. S. (University of Illinois); in present position since 1910.

Effie M. Shryock, Assistant Librarian. Graduate Indiana Library School; in present position since 1911.

Leeson Hay Cook, Assistant Librarian. A. B. (Warrensburg State Normal School); student Chicago University, 1912-13.

G. E. Hoover Registrar.
 Stella Stillwell Secretary to President
 R. H. Kenagy, Superintendent of Buildings, Grounds,
 Heating and Janitor Service.

FACULTY COMMITTEES.

The first person named on each committee is chairman and President of the Faculty is ex-officio member of each committee.

Standing and Classification: C. A. Phillips, Hendricks, Scarborough, Crissman, Coulter, Harris, Morrow, H. A. Phillips.

Certification and Graduation: Hendricks, Yeater, C. A. Phillips, Shannon, Todd.

Alumni and History of School: H. A. Phillips, Harris, Kennedy, Nickerson, Harwood.

Athletics: McClure, Allen, Martin, Ellis.

Chapel Exercises: Morrow, Abbott, Walters, Solomon-James.

Care of Buildings and Grounds: Walters, Ahrens, Allen Neet, Dunn.

Debate: Coulter, Abbott, Martin, Runyon, Morrow.

Discipline: Morris, Scarborough, Yeater, McClure, Neet.

Catalog and Reports: Crissman, Morris, Runyon, Ball.

Recommendations and Positions: Scarborough, C. A. Phillips, Crissman.

Statistics: McPheeters, McClure, Humphrey, Kennedy.

Correspondence Courses: Hendricks, Martin, Harris.

Lecture Course and Entertainment: Urban, Coulter, Solomon, Shannon, Bass, Hudson.

DUTIES AND POWERS OF COMMITTEES.

Sustaining Direct Relations to Students.

Standing and Classification.

1. This committee shall determine the value of any work done in other schools or of any work not specifically determined by the present course of study, when such work is offered for advanced standing or for graduation.

2. It shall furnish to the recording official a statement of credits allowed.

3. It shall prepare the daily programs for each quarter.

4. It shall enroll and classify all students.

5. It shall see that a full and correct roll of students be kept in the office of the Registrar.

6. It shall see that the grades made by students each quarter are duly reported to the recording official.

Certification and Classification.

1. It shall collect each quarter a list of names of students applying for certificates or for graduation, and ascertain whether such applicants have complied with the required conditions.

2. It shall see that certificates and diplomas are provided, filled out and signed for all fully accredited applicants.

3. It shall supervise the keeping of a permanent record of all students receiving certificates or diplomas.

4. It shall have general supervision of graduation exercises and the arrangement of the program, and

the selection of class speakers must have its approval.

Athletics.

1. This committee shall have general supervision over all athletic games, exhibitions and contests, and shall have control over the arrangements for such games exhibitions and contests with other schools or associations.

2. It shall decide what candidates for membership on teams or for admission to athletic games, exhibitions and contests shall be eligible, and it shall exclude from participation those whom it finds below the standard in their studies, or ineligible for any other cause.

Debate.

1. This committee shall advise with all the students in all important matters connected with debate, oratory and declamation.

2. It shall control all arrangements for contests in debate, oratory and declamation, and all arrangements for such contests with other institutions shall be made only by and with the consent of this committee.

3. All productions for such contests shall be prepared and presented in conformity with the rules and regulations of this committee.

Discipline.

1. This committee shall have charge of the general discipline of the school, including the order of the halls and about the buildings.

2. When asked to do so, it shall advise with and assist teachers with reference to individual cases or special regulations for discipline and may inflict punishment to the extent of limited suspension from the school.

3. It shall investigate and report upon all cases requiring faculty action.

Lectures and Entertainments.

1. The committee shall select and contract for all lectures and entertainments for the regular Normal Lecture Course.

2. All entertainments, excepting those which come under the control of other regular committees, must receive the approval of this committee and be subject to its regulations before they shall be permitted to take place in the chapel.

3. All entertainments that are to take place in the chapel must be scheduled by this committee.

Recommendations and Positions.

This committee assists graduates and qualified students to secure positions to teach, and aids school officials in procuring teachers.

It collects complete and accurate information respecting all applicants for positions to teach who ask the assistance of the committee.

It seeks to recommend candidates best suited to fill vacancies and not to send out general letters of recommendation.

School authorities who write the committee will have full and confidential information in regard to applicants.

School officers are cordially invited to visit the Normal School to inspect the work of those whom they may wish to secure to fill positions. Correspondence is invited from boards, principals and superintendents in regard to vacancies and teachers. This information will be treated in full confidence, and all possible assistance will be gladly given.

While the chief work of the committee is to help the students who are in attendance, yet it will be the purpose to lend assistance to graduates and former students in securing more satisfactory positions. To this end the full co-operation of Alumni and former students is earnestly desired. Write to the committee when in need of a teacher. Supply information concerning vacancies.

All correspondence in regard to location of teachers should be addressed to Dr. J. H. Scarborough, Chairman Committee.

STATE NORMAL SCHOOL SECOND DIST.

Historical.

The Second Normal School District was established by act of the General Assembly, approved March 20, 1870. The commission appointed by the Governor of the State to locate the school selected Warrensburg, the county seat of Johnson county, April 27, 1871. In consideration of such selection, Warrensburg and Johnson county deeded to the state a tract of land containing sixteen acres for a campus and voted municipal and county bonds to the amount of one hundred and seventy-three thousand dollars, the proceeds from the sale of said bonds to be used in the erection of a Normal School building.

Immediately following the location of the school, a Board of Regents was appointed by the Governor. This board at once elected a faculty, consisting of Dr. Geo. P. Beard, president; Prof. E. A. Angel and Miss Lucy Jane Maltby, instructors; and on May 10, 1871, the school was formally opened in a rented building with thirty students in attendance.

During the first ten years the school labored under tremendous difficulties. The meager appropriations made by the Legislature were wholly inadequate for the completion and proper equipment of the building and the employment of the needed corps of teachers; also, an interest in the school and its special function of training teachers had to be aroused and its existence justified in the minds of many persons. Yet, in spite of these difficulties, there was an average annual attendance of 381 students during the first decade of its existence, 1871 to 1881.

During the decade, 1881 to 1891, the average annual enrollment was 542, and for the period from 1891 to 1901 the average annual attendance grew to 866. Average 1901-11, 1,460. This gratifying growth continues unabated, the number enrolled for the current year, 1912-13, being 1,940, exclusive of students in the Training School. Probably no other Normal School in the country has had a steadier or more substantial growth and development.

The Faculty has grown from three members, constituting the first organization, to fifty-four members, the number employed for the next scholastic year. Of this number none are substitutes or student teachers, but all are men and women whose scholarship and experience especially fit them for the work for which they have been employed.

As a result of the forty years' labor in this institution 5,784 men and women have been licensed to teach in the public schools of Missouri. Of this number 3,268 have received the Regents' Certificate, a two years' license to teach in Missouri, and 1,837 have received the diploma, a life license to teach in the public schools of Missouri.

The influence of the school on the educational progress of the state and its work in developing the type of

citizenship that makes the Missouri of today a rich and prosperous commonwealth cannot, of course, be definitely estimated, but that it has been a potent factor is beyond question.

Buildings.

The corner stone of the main building, 160 by 80 feet, three stories high, was laid August 16, 1871, and in June, 1872, the first story was completed and ready for occupancy. But the building, as at first projected, was not completed until the summer of 1881. It is of brick and stone and is an imposing structure.

During the years 1885 and 1886 a wing 66x116 feet was erected south of the center of the main building, and connected with it by a short corridor. This improvement provided greatly increased accommodations for the Training School Department and added six large rooms, two cloak rooms and an Auditorium to the Normal Department. The General Assembly, in 1895, made an appropriation of \$30,000 for the erection of a Science Building. This building is 92 x 122 feet, three stories high, substantially built of native sandstone, and joins the main building by a corridor on the west. It contains four laboratories, several school rooms, the library, and administration offices.

The General Assembly of 1903 made an appropriation for a gymnasium. The Board of Regents erected a thoroughly modern building of the famous Johnson County sandstone. It is the most beautiful building on the campus. It contains a gymnasium especially equipped for women and another for men, occupying an entire floor. Also a bowling alley, locker rooms, bath rooms, Y. M. C. A. and Y. W. C. A. halls, offices and physical testing rooms for physical directors, and rooms for literary societies.

An additional appropriation was made by the same General Assembly of \$22,000 for the erection of a new power house, with a second story, for the Manual Training Department. Five rooms of the building have been equipped and devoted to the use of that department.

The General Assembly, in 1907, again came to the aid of the school with an appropriation for a Training School building. It is built of native sandstone, is directly south of the main group of buildings and connected by a corridor. This building contains thirty-five rooms, well arranged and well equipped for work. The entire first floor is occupied by the Department of Drawing and Household Arts of the Normal School classes, and the second and third stories by the Kindergarten, the Elementary School and the High School.

Location.

The fact that for forty-two years Warrensburg has been one of the active educational centers of the State, has not been without influence upon the town, and the intellectual atmosphere is that which characterizes our best college towns, the school being easily the central interest of the community. Warrensburg is a town of homes, and the town's people are in every way hospitable toward the student body. Most students board under home influences and enjoy home conveniences. The churches welcome students as an actual force in their services, and a large per cent of the faculty and student body are engaged in religious work.

Pertle Springs, one of the most charming summer resorts in the State, is but one mile from the campus. A great number of religious, political and social conventions and meetings occur here each year, and afford the students opportunities, especially in the summer time to

hear distinguished speakers, that otherwise they would in all probability never hear.

Purpose of the School.

It is axiomatic that a just and efficient government must be controlled and administered by the educated; hence, the genius of our government implies an educated citizenship. Missouri in common with most of the American states, realized, practically from its founding, the necessity of an educated citizenship. This attitude of the State toward the instruction of its people makes it the one competent agency in supplying qualified teachers for its schools. This the State of Missouri does through its public Normal Schools, whose sole function is the preparation of teachers for the schools of the State. The Revised Statutes of 1899 declare the Normal Schools to be established to fit young men and young women to be "Competent teachers in the public schools of the State." In the same statutes the public schools of the State are defined to be elementary schools and high schools, and provision is made for the support and control of the one class of schools as much as the other; so it is incumbent upon the Normal School to provide education and training of teachers for both classes—elementary school and high school.

It has been correctly said, "The State Normal School is not an institution for general culture for its own sake; it is a special school—a professional school. Its sole purpose is to confer on its students that education, discipline, professional training and practical skill which will best fit them for teaching in the public schools of the state." A Normal School being characteristically professional, the dominant interest centers in that training which the school affords to those preparing to be teachers. This school is especially organized for professional work in its departments of Psychology, Pedagogy

and in the Training School, and all other departments are auxiliary to these.

The Training School carefully applies the professional knowledge of the Departments of Psychology and Pedagogy in actual teaching by the students in the Kindergarten, the Elementary School and the High School. These three departments constitute the three divisions of the continuous process in the professional preparation of a teacher.

Academic and technical preparation must of necessity proceed along with or before professional instruction. The academic instruction of a Normal School is exact, thorough, broad. The student of a Normal School is thoroughly grounded in the subjects he is to teach, and more, his courses extend beyond public school subjects, to give the broader outlook for sources of material and clearer insight into methods and means of investigation. With the claims now made upon the schools for industrial and vocational instruction, the Normal Schools cannot be less exacting or extensive in the study of special or technical subjects. In all departments of instruction this school does not lose sight of the fact that it a professional school—that its work is that of training teachers. The attitude of the teacher to subject-matter is not forgotten. The student is constantly made to realize that the method of acquiring knowledge is of importance as well as the plans for imparting information.

It is believed that in following the plans set forth this school can hope for a reasonable success in carrying out the purpose of a State Normal School—that of fitting “young men and young women to be competent teachers in the public schools of the State.”

To the end that it may keep fully abreast of the advancement of the standards for teachers, set by recent acts of Legislation in Missouri, the Board of Regents, at the annual meeting, May 26th, 1913, unanimously adopted the following resolution:

Resolved, that, students entering the Advanced Normal School Courses after September 1st, 1914, will be required to offer for the Regents' Certificate, two (2) units of Academic work and two (2) units of Professional work; for the Bachelor of Pedagogy Diploma, eight (8) units of Academic and four (4) units Professional, and for the Bachelor of Science in Education Diploma eleven (11) units Academic and five (5) units Professional. This requirement to be authorized by the Board of Regents and published in annual catalog on condition that the Presidents of the five State Normal Schools in conference with the State Superintendent of Public Schools agree upon and adopt a uniform terminology for Courses of Study and for Certificates and Diplomas to be granted, also uniform standards of quantity and grade of subject matter that shall be offered for Certificates and Diplomas.

The carrying into effect of this resolution will put the Normal Schools of Missouri into the forefront of Normal School advancement in this country.

The Government of the School.

In the government of the School, the largest liberty consistent with good work and order, is allowed. The disciplinary power of the institution is brought to bear upon the student only to bring him to a rational understanding of freedom, and to lead him to such self-government as will make him capable in the future of wisely governing others who shall become his pupils.

It is, therefore, the policy of the administrative authorities to ask any student who does not conduct herself or himself in all things as becomes a lady or a gentleman, or who is found not to be adapted to school work for other reasons, to withdraw from the institution.

EQUIPMENT

The working equipment of the school is sufficiently complete to insure to students in every department opportunity to do work with good system and to good advantage.

The Library and Study Halls.

The library has a good working collection of over 20,000 volumes, supplemented by 3,600 classics. The books are arranged according to the Decimal classification, and a card catalogue makes them easily accessible.

The reading room is large and well lighted. Its walls are decorated with carefully selected pictures. Recent additions consist of shelves along one side of the room and pigeon-holes for periodicals on the other side. These open shelves make the reference books readily available for students' use. There are about 1,000 books thus made accessible to students. They include encyclopedias, dictionaries, periodicals and reference books on all subjects. The periodical indexes are to be found in the reading room and form a valuable aid in looking up information on current topics.

The well lighted rest room for women is near the main study hall and serves many of the women as a study room.

During the year all the Normal School Buildings have been equipped with excellent lighting facilities. This contributes greatly to the convenience and efficiency of the library, since it is now possible for students to study in the reading room at night. The addition of several thousand new books has given excellent opportunity for examining the valuable recent contributions in many fields.

The Assembly Halls.

The School is well supplied with assembly halls. All of these are commodious, convenient of access, well arranged and equipped, and all are seated with comfortable opera chairs. The General Assembly Hall, used for devotional and other general and public exercises, is tastefully decorated. It has a fully equipped stage, and has seating capacity for about nine hundred. The Training School Assembly Hall is seated on the plan of a clinic. This arrangement was designed especially to serve the interests of student teachers, as it gives a large number the best possible advantage in observing model recitations. Expression Hall is situated on the third floor, surrounded by four society halls. With its well furnished stage it meets the needs of the Department of Expression, and is often used by the societies for special sessions and entertainments.

Laboratories.

Laboratories are all well equipped, and improved apparatus is added whenever it seems to promote a better understanding of scientific principles or skill in technical execution. The stereopticon is a part of the equipment of several departments. In Agriculture there are two laboratories—one equipped for thorough work in soil analysis, capillary movement of water, and for milk, food, and grain testing; the other with compound microscopes and all other apparatus necessary for efficient

work in dairy and pathogenic bacteriology. The Biology laboratory has an adequate supply of compound microscopes, opera glasses for bird study, the necessary apparatus for experiments in plant physiology, and a collection of typical animals. In Chemistry lockers and tables are provided for sixty-four persons, each table being supplied with water and gas and the usual chemicals and apparatus. A regular laboratory is used in connection with classes in mathematics. By actual experiment each pupil obtains the data for problems used in Arithmetic, Algebra, Geometry, and Trigonometry. The Physics laboratory is equipped for two terms of work in Mechanics, two in Heat, three in Electricity, and one in Light and Sound. The Psychology laboratory contains full equipment for the teaching of physiological and experimental psychology.

Departments of Technical Subjects.

These departments are those of Commerce, Dramatic Expression and Speech Arts, Drawing, Household Arts, Manual Training, Music, Physical Education. Each department is provided with suitable rooms and an abundance of the special apparatus needed for its work.

STUDENT ORGANIZATIONS

All these organizations, as the name implies, are managed and directed by the students, and have for their purpose the acquiring of knowledge and skill in directing organized efforts and of doing things that have real educative value, with Faculty assistance and direction reduced to a minimum.

The Literary Societies.

The Literary Societies—six in number—the Athenian, the Baconian and the Irving for young men; the

Campbell, the Osborn and the Periclean for young women—are under the general control of the Faculty and the immediate supervision of patrons from the English Department.

Each society possesses a hall of its own, tastefully decorated and well furnished, in which it holds its regular meetings during the school year once a week, at which time programs are rendered, consisting of readings, declamations, essays, orations, debates, songs, choruses, etc. Here the students are able to secure practical drills in public deportment and address. The patron from English Department assists the several societies at different times and offers criticism on the programs. In addition to this, during the year, contests in oratory, debate and declamation are held between the several societies of the school, and between the different schools of this and other states. All contests of this nature are under the control and supervision of the Committee of Debate of the Faculty.

In the Inter-Society contests for 1911-12 the following were the successful contestants: In debate, first, W. A. Stone (Athenian); second, R. E. Laidlaw (Athenian).

In Oratory, first, W. L. Smith (Athenian); second, F. E. Henzlick (Irving).

In Declamation, first for girls, Mary Douglas (Campbell); for boys, Roscoe Barkley, (Irving).

The splendid school spirit that is engendered in the students through the societies and the culture that comes to them through association and contact with the best minds in the student body, is beyond calculation.

The Christian Associations.

The students maintain two religious organizations—the Y. M. C. A. and the Y. W. C. A. These associations hold regular weekly meetings for devotional purposes,

and occasional social gatherings. The associations are factors for good in the school, and the students are cordially invited to identify themselves with them. Committees of the two associations meet all trains at the beginning of the terms to assist and direct new students.

The new and well furnished halls for the Christian Associations are located in the Dockery Gymnasium.

These organizations are affiliated with the State organizations with headquarters at St. Louis. The State Secretaries make at least one visit during the year and several delegates represent the organizations in the State meeting in October. There are, besides the officers in the student body, an auxiliary board in the Faculty and another composed of alumnae residents in the town.

Y. W. C. A. House

During the past year a dormitory for women has been organized which accomodates between fifty and sixty. By planning the menu and taking terms in serving, the management finds that the table expenses average \$2.25 per week. Rooms vary in price from \$5.00 to \$10.00. By paying a small fee, residents have the use of the laundry. Two teachers have been in residence during the past year, a chaperon and a housekeeper are in charge. House Rules have been established suited to the needs of this kind of community life. Out of town students or parents who wish to send young girls to this dormitory can make arrangements by writing. Address Mrs. C. P. Anderson, Chaperon.

Clubs

The school has a number of organized clubs. the membership in which is voluntary. Their organization is encouraged for the opportunities they give of self-government and self-activity in such lines as the students have special interests. At the present time the

following organizations are reported as having large, active memberships and doing successful work.

The Science Club

The Science Club is to stimulate a more general interest in scientific work and to bring the student somewhat in touch with the methods of scientific research. Membership is confined to students and teachers of the Science Departments. Meetings are held bi-weekly from September to June.

The Debate Club

The Debate Club is doing excellent work in assisting young men to develop their powers of argumentation and to think accurately and quickly on their feet in public places. The club works in harmony with the different societies of the school and stimulates and augments their work in debate. Much is expected of the club during the coming year.

The Dramatic Club.

The Dramatic Club was organized during the Fall Term of 1909 and already has made itself felt in the student body. Meetings are held weekly, on Thursday afternoons, during the Fall and Winter quarters, at which times topics of interest to dramatic students and resumes of the most successful modern plays are presented.

Plays suitable for school purposes are "tried out" and interesting instructive discussions are carried on relative to the best methods of play productions for school occasions. Members of the club enjoy the opportunity of appearing under competent direction and in this way gain valuable knowledge of stage deportment.

Musical Organizations.

There are at this time several musical organizations in the School—a large chorus composed of young ladies and gentlemen a girls' chorus, the Normal male glee club, a band, an orchestra and a mandolin club. Students with the necessary qualifications are urged to become members of these organizations. Those having instruments are requested to bring them.

Tennis Club.

On a well shaded portion of the campus are four tennis courts for the free use of the students. This most delightful and wholesome outdoor sport is growing more in popularity with the students each year. Two afternoons each week are set aside for the young ladies' classes in Physical Training. These classes are especially helpful to beginners in tennis.

The courts are under supervision of the Athletic Department.

ALUMNI ASSOCIATION.

All full graduates are members of the Alumni Association. The membership is now about eighteen hundred.

The supreme test of the value of a school to the commonwealth is the quality of its body of Alumni. This school points with pride to the large number of its Alumni that have successfully met such a test. Among them are many who have attained distinction in the world of educators, and many who have achieved success in other lines. Very few have failed to make themselves felt as forces for progress in their communities.

The alumni have become widely distributed. They are found in thirty-nine states and in a number of foreign countries.

The educational needs of Missouri might prompt the desire that they confine their services to the common wealth that afforded the preparation for their chosen work, but this would be failing to recognize the broad outlook on the possibilities of life that the instruction in this school endeavors to give to all of its students. The school is to be congratulated on the large number who have sought the highest and best fields of labor wherever they were to be found.

The school is also justly proud of the large number that either return from year to year to do graduate work, or enter the Colleges and Universities to do work for higher degrees; it indicates that the work and school life of this institution gives a stimulus and educational momentum that is worth while.

The Alumni Association has been a useful factor in the upbuilding of this school. Its services have been numerous and varied. But it is hoped that its influence may be made greater still. No school can accomplish things without the aid of a loyal and enthusiastic Alumni. "Let us not forget the fact that it is the excellence of our work that gives reputation to our dear old Alma Mater and that her reputation is ours." (Alumni Address.)

Officers of Alumni Association.

1913-1914

President, Mrs. Mary Miller Smiser, class of 1905.

First Vice-President, John S. Jones, class of 1912.

Second Vice-President, Stanley Rogers.

Treasurer, Dr. E. H. Gilbert, class of '75.

Secretary, Samuel T. Bratton, class of '05.

MISCELLANEOUS INFORMATION.

The Lecture Course.

For a number of years this institution, through its Faculty Lecture Course and Entertainment Committee has maintained a course each year of high class lectures and entertainments. The committee has always sought to maintain a high standard of excellence by selecting for each course the highest quality of talent available on the American platform. The only motive in providing the lecture course is to offer the best educational influences to the students and the community. All surplus funds derived from the sale of tickets are expended in the improvement of the succeeding course, and in that way the course of each succeeding year has regularly become stronger. The course for 1913-1914 numbers among its attractions the "Ben Greet Players."

Inter-High School Latin Contest.

Competitive Latin examinations will be held 10 a. m., April 18, 1914, in Room 8. Open to all students in the Second Normal District. Free scholarships will be awarded as follows to students showing the most proficiency from schools offering:

1 year of Latin.....	2 terms
2 years of Latin.....	2 terms
3 years of Latin.....	3 terms
4 years of Latin.....	4 terms

Where Cicero and Virgil are alternated in the third year, this will be taken into consideration.

In 1912 Jessie Harsh, Sedalia, won first scholarship.

Inter-High School Declamatory Contest

At the annual meeting of the Board of Regents, 1909, three prizes consisting of four, three and two terms' attendance at the Normal free of all fees, were authorized to be awarded to Senior students of high schools in the Second Normal District winning first, second and third places in declamatory contests held annually in Normal Auditorium. Each school is permitted to send two contestants, one boy and one girl. The contests between boys are separate from contests between girls. These contests are under the management of the English Department.

The fifth annual contest was held Thursday evening, April 10, 1913. The first place for girls was won by Alma O'Neal, Boonville. For boys, first place, Levi Britt, Warrensburg.

Inter-High School Track Meet.

The Sixth Annual Inter-High School Track and Field Meet, combined with the Central Missouri Meet, and known as the Second Annual Inter-High School Track and Field Meet of the Warrensburg-Central Missouri Teachers' Association, was held on Normal Field April, 12, 1913.

Eleven high schools with eighty contestants were entered in the meet.

Sedalia won the meet with a total of forty-one and five-sixth points and California was second with twenty-two and one-sixth points. Sedalia also won the Trophy Cup for the relay race. The standing of the schools winning points is as follows:

Sedalia	41 5.6
California	22 1.6
Pleasant Hill	15 2.3
Tipton	14 1.6
Adrain	1 1.6

SCHOLARSHIPS.

Friends of the late Professor H. D. Demand have contributed a memorial fund sufficient to pay the school fees of one student each year. The student who receives this scholarship is selected by the President and the Department of History, from the list of special students in History of the Freshman and Sophomore years.

Two annual free scholarships have been established by the Commercial Club of Warrensburg to be awarded to the girl and the boy graduating with the highest standing from the rural schools of Johnson County. These scholarships bear the names of the donors: the C. A. Shepard Scholarship for girls and the John Thrailkill Scholarship for boys. The daughters of the Revolution Scholarship was established by the local organization of that society and is awarded annually to worthy students selected by the society.

The Alumni Association in 1910 founded a Student Board of Regents: The Women's Confederated Clubs Scholarship, to student recommended by the Kansas City Club; the Declamatory Contest Scholarships are awarded on the Annual Inter-High School Contest; the boy and girl receiving highest standings each twelve-month, four terms scholarship; the boy and girl receiving second places, each nine months' scholarship, and the boy and girl receiving third place, each a six months' scholarship.

For the Inter-High School Latin Contest, scholarships are awarded to the same number as in the Inter-High School Declamatory Contest.

OSBORNE-CAMPBELL MEMORIAL FUND.

The Alumni Association in 1910 founded a Student Aid Fund, which is known as the Osborne-Campbell Memorial Fund. This fund is a memorial to Dr. George L.

Osborne, who was for almost a quarter of a century president of this school, and Professor J. J. Campbell, who worked in the school for twenty-five years as Professor of English. The noble lives of these men are a perpetual benefit to those who knew them; this fund is to keep them in the minds of those who come in later days.

In the past three years the fund has been the means of helping many students to remain in school at times when it was necessary to borrow money or leave school.

The fund is in the hands of the Board of Regents and will be loaned to worthy students in sums not greater than fifty dollars, for terms not exceeding two years, and at the interest rate of 3 per cent per year.

SCHOOL PUBLICATIONS.

Bulletins.

The Institution issues four bulletins a year:

In July, the Annual Catalog.

In October, a Department Special.

In January, the Spring Term Special.

In April, the Summer School Special.

The Rhetor.

This is the Class Annual, and is issued by the Seniors in June of each year.

The Normal Student.

A weekly paper edited by the student body.

THE DEMONSTRATION FARM.

The Normal Demonstration Farm consists of thirty-six acres of medium upland, well adapted to experimental and demonstration work, and fairly equipped with farm machinery necessary in crop productions. The general fields are used to illustrate the method of crop production under conditions that exist in the region of

Warrensburg. The Agricultural Department emphasizes the raising of dairy stock, hogs and poultry. The farm is prepared for this line of work. The silo, ensilage cutter cream separator, Babcock tester, and similar appliances greatly strengthen the dairy course. The students of this department actually assist in making this a model, modern farm home.

TRAINING DEPARTMENT HIGH SCHOOL.

It sometimes proves convenient for younger brothers or sisters of students who are in attendance in the Normal School, to enroll in the Training School. Tuition is free and the equipment excellent. Pupils who have completed the rural school course, or the work of the eighth grade may enter the High School Department of the Training School. For information concerning the advantages offered in this Department, write to the Superintendent of the Training School.

CORRESPONDENCE STUDY DEPARTMENT.

The demand of students who are prepared and yet are unable to do residence work in school has led the Normal School to offer a limited number of courses by correspondence. As far as used the plan has proved highly satisfactory. Anyone interested in doing a limited amount of work in this manner should address the Correspondence-study Department for circulars.

ENTRANCE REQUIREMENTS.

Condition of Admission.

Character—Applicants seeking admission for the first time must submit satisfactory evidence of a good moral character. A letter from the head of the last school attended, from a county commissioner, or super-

intendent, or some other person of well known integrity, is sufficient.

Age—Applicants for admission to the advanced Normal courses must be sixteen years of age, and to the Elementary Course fifteen years of age.

Legal—In compliance with the laws of the state, every student on entrance is required to sign the following pledge to teach:

"I hereby declare that it is my intention to follow the business of teaching in the public schools of this state, and that I voluntarily enroll myself as a student in the State Normal School at Warrensburg for the purpose of preparing for that work."

ACCREDITED WORK.

Credits From Other Schools.

Applicants holding the state certificate of graduation from an elementary school will be granted entrance to the Elementary Normal School Courses.

Students of Colleges, Normal Schools, High Schools and Academies will be admitted on the advanced standing presented at time of application, or an examination on work that has been done.

Students from Colleges, High Schools and Academies that have accredited courses are admitted to Normal courses as follows:

Students who present certificates of standing from any of the colleges of the College Union, the School of Mines, or a State Normal School, will be credited with such subjects as are completed in these schools. Graduates of the colleges of the College Union and the School of Mines or colleges of equal rank, may receive the Normal Diploma upon the completion of four units, which must include the pedagogical work required to complete the course.

Graduates of approved, first class, four-year High Schools are given entrance in the Advanced Normal School Courses.

Graduates of approved, second class High Schools or approved third class High Schools are given credit subject for subject if the school term is nine months or more.

The classification of High Schools is that of the State Department of Education, which provides that "no school shall be classed as a High School of the first class which does not maintain a four years' course of standard work in English, mathematics, science and history for a term of at least nine months in the year, and which does not employ the entire time of at least three approved teachers in High School work; that no school shall be classed as a High School of the second class which does not maintain a three years' course of standard work in English, mathematics, science and history for a term of at least nine months in the year and which does not employ the entire time of at least two approved teachers in High School work; that no school shall be classed as a High School of the third class which does not maintain a two years' course of standard work in English, mathematics, science and history for a term of at least eight months in the year and which does not employ the entire time of at least one approved teacher in High School work."

Advanced Standing

Persons desiring to have grades accepted should apply in person or by letter to the chairman of the committee on Standing and Classification. Blanks will be sent to the authorities of the school in which the grades were made.

Credits from other schools are estimated in units (A "unit" being thirty-six weeks' work, five days in the week, forty-five minute recitations in one subject, or an equivalent amount of work in two or more subjects.)

CERTIFICATES AND DIPLOMAS

1...**Rural School Certificate**—(issued by State Department.) On completion of Rural School Course.

2. **Regents' Certificate**—on completion of Elementary Normal School Course.

3. **Bachelor of Pedagogy Diploma**—on completion of two years Advanced Normal School Course.

4. **Bachelor of Science in Education**—on completion of four years Advanced Normal School Course

All candidates for the Regents Certificate are required to attend at least six months and candidates for a Diploma are required to be in attendance at least nine months. All candidates must have good moral character and in scholarship must have a majority of grades used above I, (inferior).

Graduates of accredited First Class High Schools, or schools of equivalent standing, applying for the Regents' Certificate must offer from work done in residence the following credits:

School Administration.....	1 term.
Elementary Psychology	1 term.
Special Methods.....	1 term.
Teaching in Train. School	1 term.
....Teachers' Courses, one of which must be English and one Agriculture, if not taken in High School	2 terms.
Electives	2 terms.
Technical Subjects	2 terms.

Special Examinations apply to academic subjects only and are given by consent of the heads of the departments concerned.

Class honors are based on the average of all grades made by the student, and those receiving first honors will have public mention on Commencement Day.

Legal Value of the Certificate and the Diploma.

The Regents' Certificate entitles the holder to teach in any of the public schools of the state, without further examination, for a period of two years.

The Diploma entitles the holder to teach in any of the public schools of the state, without further examination, for life.

Credits Received at Missouri University.

The Missouri State University gives credit on the Normal Diploma as follows:

(a) Unconditional entrance to the College of Education.

(b) Junior standing in the College of Arts and Sciences.

EXPENSES.

Fees.

The school year is divided into four terms, designate at the Fall, Winter, Spring and Summer Terms, of equal length. Every student is required to pay at the beginning of each term, or whenever he may enter, an incidental fee of \$6, or a total of \$24 for the four terms of the year. If the student desires to pay for the full year in advance, the rate is \$20; for three terms, \$16; for two terms, \$11. The student is not entitled to the privileges of the class room nor of the school generally until he presents the Treasurer's receipt for the incidental fee.

In the Biological, Chemical, Physical and Agricultural Laboratories, and in the Manual Training Department, Domestic Science or Domestic Art, an additional laboratory fee of fifty cents a term is charged, to pay for material. Breakage extra. Cooking School fee is \$1 for each term.

The Gymnasium fee is \$1 for a year or any part of a year. Except for the use of lockers, this fee entitles the student to all gymnasium privileges, including free tickets to all games on the athletic field.

A deposit of \$1 is required for a private locker in the gymnasium. Seventy-five cents will be refunded when the key is returned.

Text Books Furnished.

Text books are furnished at a rental fee of \$1 for a year or any part of a year. This makes it possible for students to have the use of a larger number of books than the school could reasonably expect them to purchase, and it means to each student a saving of from \$15 to \$25 a year. A text book deposit fee of \$3 is required to insure proper use and safe return of books. This amount is refunded when books are returned in good condition. This system of practically "free text books" means a very great saving of expense to the students.

Board and Rooms.

The school has no boarding department. Students board at private houses. There is no scarcity of accommodations within easy reach of the Normal building at reasonable prices.

Board can be obtained at rates ranging from \$3.25 to \$4.50 per week, including room, fuel and lights—two persons occupying one room. Those who room alone will generally have to pay a higher price.

Students who desire to board in clubs can reduce the expense to \$2.00 to \$3.00 per week by practicing economy.

A limited number of ladies can obtain furnished rooms for self-boarding at fifty cents per week for each occupant, or \$1 per week when a student rooms alone. Students availing themselves of this arrangement are expected to provide everything except furniture, mattresses, heating stove and cooking stove.

Unfurnished rooms can be rented at \$1.50 to \$2.50 per month, the price depending on the location.

By club boarding some students reduce the expenses for one term to \$35, and the expenses for one year, not including summer school, to \$110.00.

On the whole, it is our experience that family boarding is more satisfactory and the entire expense, including such boarding, can come within \$50 a term, or less than \$150 for a school year, three terms.

The Faculty holds that ladies should secure homes offering rooms to women only, and that gentlemen should patronize homes where rooms are offered only to men. The Dean of the boarding department will recommend only homes conforming to this opinion.

As a general rule it is best not to make a contract for board till after arrival in Warrensburg. The students are urged to call at the office of the Dean, Mrs. Mary V. Neet, in the Normal building. All boarding houses are listed with her.

When students leave the train they should look out for the committee of the Christian Associations, wearing badges. Members of this committee meet all trains at the beginning of the terms. At other times young women traveling alone will be met at the depot if the President or Dean is notified of the time of arrival.

How to Enter the School.

To assist new students who need to understand our system of matriculation, the following suggestions are offered:

1. Study the daily program, with the assistance of some member of the Classification Committee, who will fill out and sign a classification card.

2. Present classification card (thus signed) to the chairman of Classification Committee for approval of program arranged.

3. Obtain registration blanks in the office of the Registrar, and fill out with information asked.

4. Pay fees and deposit money for text books at Treasurer's office in Normal Building, first week of each term and later in Citizens Bank, North Holden street (Hours, from 9a. m. to 4 p. m.

5. Present Classification Card (approved), receipts for fees, and registration blanks to Registrar.

6. Take Program Card to Library for text books.

General Suggestions.

The beginning of a quarter is the best time for entrance. Students are admitted at other times, but must accommodate themselves to the conditions of classes at the time of entrance.

The city residence of every student is kept on record in the office of the Registrar. In case of change, the fact should be reported at once.

While successful vaccination is not made a requirement, it is recommended that students who have not been vaccinated have it done by their family physicians some time before leaving home.

All wraps, overshoes and umbrellas, should be plainly marked by their owners as a means of identification.

Students are requested to refrain from pursuing too many studies at one time and required to refrain from taking too few.

COURSES OF INSTRUCTION

ELEMENTARY NORMAL SCHOOL COURSE (Regents' Certificate)

(The numbers refer to the number of terms of work in the subjects.)

First Year.

English, 3
Algebra, 3
History (Ancient) 3
Foreign Language or Science, 3
Music, 3

Third Year.

**Science, 3
Algebra, 2
Solid Geometry or Plane Trigonometry, 1
*History (English or American) and Government, 3
Foreign Language or English, 3
Technical Subjects, 3

Second Year.

English, 3
Algebra, 1
Plane Geometry, 2
History (Med. and Mod.) 3
Foreign Language or Science, 3
Drawing, 3

Fourth Year.

English, 3
Science, 3
History or Mathematics, 1
Teachers' Courses (one of which must be English) 2
School Administration, 1
Psychology (Course 1), 1
Special Methods, 1
Technical Subjects, 3

Those who wish to elect a second foreign language in the Freshman and Sophomore years as the President such required subjects in these years as the President and the head of the Language Department may elect.

*Those who intend to elect history in the Sophomore year, should take the English History.

**Students must elect of Science, 2 terms Agriculture, 1 term Physiology.

ADVANCED NORMAL SCHOOL COURSES**(Bachelor of Pedagogy Course).****Freshman Year.**

Psychology (Course 2), 1
Principles of Teaching, 1
Teachers' Courses, 2
Electives, 8

Sophomore Year.

Hstory of Education, 2
Teaching, 3
Teachers' Course, 2
Electives, 5

(Bachelor of Science in Education Diploma Course).**Junior Year.**

Education, 3
Electives, 9

Senior Year.

Education, 3
Electives, 9

Teachers' Courses for the Freshman and Sophomore years are offered by the following Departments:

Agriculture, course 4

Biology, course 5

Economics, course 3

Chemistry, Physiology, course 5

English, course 16

German, course 7

History, course 21

Latin, course 4

Mathematics, course 11

Physics, course 1

Commerce, course 12

Drawing, course 4

Household Arts, course 9

Manual Training, course 2

Music, course 3

Electives

In the Freshman and Sophomore years, as indicated above, students following the general course are required to take seven courses in the Department of Education

and the Training School. In addition, they shall elect three terms in each of three of the academic departments. The Teachers' Courses may be taken as a part of this requirement. The remaining eight terms of work may be chosen from electives of college rank.

During the Junior and Senior years, for B. S. in Education Course, a major academic subject must be pursued at least six terms, and two minor subjects at least three terms. Advanced technical courses may be offered to the extent of six terms.

Graduates of first class high schools, who have complied with the requirements of the State Department, enter the Freshman class. Such students must elect Psychology 1, and School Administration 5, in which case these subjects shall be counted among the eight general electives. The requirements of the State Department are as follows:

English	3 units
Mathematics	2 units
History	2 units
Science	2 units
Electives	7 units

*Figures refer to the number of the Course under the Departments of Instruction.

"The electives may be two additional in mathematics, two additional in history, two additional in science, one additional in English, three or four in Latin, two or three in German, two or three in French, two or three in Greek, one in bookkeeping, one in drawing, one in music, one-half in advanced arithmetic, one-half in industrial geography, one-half in economics." (From State Course of Study for Approved High Schools.)

Teacher Training Course

The Junior year of the Advanced Normal School Courses of Study as outlined above meets all the academic and professional requirements of the State Superintendent for instruction of Teacher Training in the High Schools in the State. The head of the Department of Education directs the work of such students as specialize in this course.

English Requirement

Any member of the faculty who finds the oral or written English of any student faulty in clearness, arrangement and the formal characteristics of sentence structure, pronunciation, capitalization and spelling, shall refer his case to the Committee on Graduation, with the recommendation that he be required to take a course in constructive English before graduation.

Students entering from other schools, who are not graduates of first class schools, will be classified according to the advanced standing presented. See Entrance Requirements, page 34.

RURAL SCHOOL COURSE

(Rural School Certificate).

First Year

First Term.	Second Term.	Third Term.
Grammar and Composition	Grammar and Composition	Grammar and Composition
Elementary Algebra	Elementary Algebra	Elementary Algebra
Greek History	Roman History	Mediaeval History
Agricultural Biology	Agriculture	Agriculture
Penmanship	Public School Music	Public School Music

Second Year

First Term.	Second Term.	Third Term.
Literature and Composition	Literature and Composition	Methods in Rural School, English
American History and Gov.	Teachers' Course in Am. Hist. & Gov.	Teachers' Arithmetic Teaching in Training School
Rural School Management	Geography	Physiology and Hygiene
Elementary Psychology	Rural School Methods	Drawing.
Domestic Science or Manual Training	Drawing	

This course is open to students who are eighteen years old and hold a certificate of graduation from a rural school, or showing the completion of the eight grade of a graded school; also to teachers holding Third Grade County Certificates.

Students who have completed two years or more of high school work may secure this certificate after nine months' residence work. If, in addition, the student holds a Second Grade County Certificate, he may secure the Rural School Certificate upon the completion of six months of residence work. This means a good preparation for teaching in a comparatively short time. It means a license that is good in any county in the state, for a period of two years. This certificate is issued by the State Superinttendent. After January 1, 1916 an additional years work will be required for this certificate.

SPECIALIZING COURSES

Any student wishing to specialize in any department may do so with the consent of the president and the head of the department, under conditions as follows:

All elections must be made with the advice of the head of the department in which the student is specializing.

All students now enrolled and working on the old courses, as stated in previous catalogues, will be permitted to continue such courses, provided they may be completed by close of Summer School, 1914.

Upon completion of any specializing course a student receives a diploma marked "Special" in the major subject of the course completed.

Students are not permitted to enter upon specializing courses before entering the Advanced Normal School Courses.

High School graduates and others who enter school with Freshman standing are required in every case to take Elementary Psychology (Course 1) and School Administration (Course 5). These are counted as electives in the specializing courses.

Conforming with the general requirements just outlined, a number of specializing courses have been arranged. A list of these courses is found in the pages which follow.

Commercial Course.

Freshman Year.

Psychology, course 2
 Pedagogy, course 3
 Academic Electives, two terms
 Commerce, courses
 1, 2, 4, 5, 7 and 8

Sophomore Year.

Pedagogy, course 7
 Teaching, three terms
 Teachers' course, one Quarter
 Teachers' course, one term
 Economics, 2, 3
 Academic Electives, one term
 Commerce, courses, 6, 9 and 12

Supervisors Course in Drawing.

Freshman Year.

Psychology, course 2
 Pedagogy, Course 3
 Teachers' course, one term
 Academic Electives, two terms
 Manual Training, course 1
 Drawing, courses 1, 2 and 5
 Electives, two terms

Sophomore Year.

Pedagogy, course 7
 Teaching, three terms
 Academic Electives, two terms
 Manual Training, course 8a
 Drawing, courses 3, 4 and 6
 Electives, one term

Household Arts Course.

Freshman Year.

Psychology, course 2
 Pedagogy, Course 3
 Physiology, course 6
 Agriculture, course 4, 7
 Chemistry, course 3
 Household Arts, courses
 1, 4, 6, 8

Sophomore Year.

Pedagogy, course 7
 Teaching, three Quarters
 Drawing, course 1a
 Household Arts, courses
 9, 5, 7, 2, 3

Director's Course in Manual Training.

Freshman Year.

Psychology, course 2
 Pedagogy, Course 3
 Academic Electives, two terms
 Teachers' course, one term
 Manual Training, courses 2, 5
 11, and six terms of work
 elected from courses 1, 3, 4,
 6, 8, 9, 10, which have not
 been taken previously by
 the candidate.

Sophomore Year.

Pedagogy, course 7
 Teaching, three terms
 Teachers' course, one term
 Academic Electives, one term
 Manual Training, courses 7,
 12, 13 and 9 or 10

Supervisor's Course in Public School Music.

Freshman Year.

Psychology, course 2
 Pedagogy, Course 3
 Academic Electives, two terms.
 Physics, course 1
 Music, courses 4, 6a, 6b, 3, 7a, 7b

Sophomore Year.

Pedagogy, course 7
 Teaching, three terms
 Teachers' course, one term
 Academic Electives, one term
 Music, courses 5, 6c, 8, 7c, 7d

Specializing Course—Voice, Piano, Violin.

First Year.

Academic Electives, 3 terms
 Natural Philosophy, 1 term
 Harmony, 3 terms
 History of Music, 2 terms
 Private lessons, 3 terms

Second Year.

Academic Electives, 3 terms
 Musical Form, 1 term
 Advanced Harmony, 2 terms
 Counterpoint, 1 term
 Instrumentation, 1 term
 History of Music, 1 term
 Private Lessons, 3 terms

Special Primary Teacher's Course.

Freshman Year.

Psychology, courses 2, 3
 Pedagogy, course 3
 *English, courses 8, 16
 Music, course 5
 *Biology, course 5
 *Manual Tr., course 2
 *Physics, course 1
 Training Sch., courses 4, 5
 *Greek Lit., course 4a
 or
 *History, course 21

Sophomore Year.

Pedagogy, courses 7, 4
 Drawing, course 3
 English, course 21
 Physiology, course 6
 Physical Education, course 6
 Training School courses,
 7, 6, 9, 2 and 3

*Graduates of first class High Schools may substitute drawing, 1; Music, 1; Psychology, 1; and Pedagogy, 5, for any four courses marked *, if these courses were not offered for entrance.

Those students desiring to take the Special Primary Course should be able to sing and play the piano reasonably well. In case they are unable to play and sing when they enter the Normal it is desirable that they take special work in music during two years of the course.

Special Kindergarten Course.

Freshman Year.

Psychology, course 2
 Pedagogy, course 3
 *Biology, courses 1, 3
 Manual Training, course 2
 Drawing, course 3
 *Physics, course 1
 Music, course 3
 Training Sch., courses 6, 7, 8, 9

Sophomore Year.

Psychology, course 3
 Pedagogy, course 7
 Physiology, course 6
 *English course 21, 16
 *Expression, course 1
 Physical Education, course 6
 Training School courses,
 4, 5, 10, 11 and 2

Students desiring this course must be able to sing and play the piano reasonably well. If they have not had such special musical training the work must be done before completing the course.

Students entering with Freshman standing must elect Music, 1; and Drawing, 1, if not offered for entrance. These are substituted for courses marked thus*.

Students specializing in the Departments of Mathematics, English, History, Foreign Languages, or Science will be required to complete at least eight terms of work in the department selected. Specializing Course in Agriculture is outlined under Courses of Instruction, page

DEPARTMENTS OF INSTRUCTION

The courses of instruction are listed by departments, and arranged alphabetically as follows:

Agriculture, Physiography and Geography
Biology.
Chemistry, Physiology and Hygiene.
Economics.
Education.
English Language and Literature.
French and German.
History.
Latin and Greek.
Mathematics.
Physics
Training School.

Departments of Technical Subjects.

Commerce.
Drawing.
Household Arts.
Manual Training.
Music.
Physical Education.

AGRICULTURE, PHYSOGRAPHY, GEOGRAPHY

Agriculture

Mr. H. A. Phillips, Mr. Pratt.

1..Plant Propagation, Orchardng, and Gardening.

This course includes the discussion of the principles and general methods of propagating plants by means

of seeds, bulbs, cuttings, layers, grafting, budding; laboratory exercises in propagating common fruits, flowers, and shrubs; the location, selecting of varieties, transplanting, cultivation, pruning and spraying of the orchard; the planning and care of fruit, vegetable and flower gardens.

2 Grain and Stock Judging.

Grain Judging. The commercial grading and judging of corn, wheat and oats; characteristics and history of the standard varieties; a study of weeds and weed seeds.

Stock Judging. A study of animal form and character, attention being given to the market classes and grades of live stock; the capacity for the production of meat, milk, wool, and work will be emphasized.

3. History of Breeds Including Poultry.

History, development and characteristics of the leading breeds of live stock; pedigrees and superior individuals among horses, cattle, sheep, swine and poultry.

4. Dairy Husbandry.

This course treats of the secretion and composition of milk; the Babcock test applied to milk and other products; the determination of total solids by the use of the lactometer; the construction and operation of cream separators; methods of making and marketing butter; proper handling of milk on the farm; selection and development of dairy herds.

5. Crop Production. (Prerequisite, courses 1 and 2)

Recitations and laboratory practice on the history, production, handling, harvesting and marketing of cereal crops.

6...Feeds and Feeding. ..(Prerequisite, Chemistry 1)

Composition and classification of farm feeds with reference to their nutritive value; the economical practices of feeding and compounding of balanced rations.

7. Soil Fertility and Soil Physics. ..(Prerequisite, Chemistry 1 and Physics 2.)

The chemical properties of soils and their relation to the maintenance of soil fertility; the physical properties of soils and their relation to drainage, tillage and preparation of the seed bed.

8. Farm Management. ..(Spring Term).

The purpose of this subject is a general summing up and putting together of the various facts and principles gained throughout the agriculture course in such a way as to enable the student to apply himself in the best possible way to the management of a farm. Special topics will be given careful study, as "Choosing and Laying Out a Farm," "Soil Management," "Crop Management," "General Management of the Farm Equipment," "Labor Problem," "Farm Records and Accounts," "Rural Equipment," "Country Home," "Earth Roads," "How to Organize and Conduct Farmers' Meetings and Agricultural Contests," "Farmer as a Citizen," etc. Each student will be required to formulate plans for carrying on a farm.

9...Bacteriology. (Prerequisite, One Term Gen. Botany.

The science of bacteriology is presented to the student as a factor in everyday life. In this subject only the simplest forms of life, consisting chiefly of the bacterial flora of the dairy products, soils, and water are studied. The most important viewpoint from which the subject is approached is in respect to its practical application in agriculture, medicine, domestic science and sanitation. Offered in fall and spring terms.

Note:—For students specializing in the Agriculture Department it is required that at least two terms in Biology, one in Physiography, two in Chemistry, and two in Physics be elected in addition to the required work in Agriculture. ,

THE NORMAL DEMONSTRATION FARM IN CO-OPERATION WITH THE COLLEGE OF AGRICULTURE.

The Normal Demonstration Farm is in easy walking distance from the Southeast corner of the Normal campus. At the present time the State owns thirty-six acres and rents eighteen. This farm is well adapted for experimental and demonstration work, and is fairly equipped with farm machinery in crop production. The general fields are used to illustrate the method of crop production that exists in the region of Warrensburg.

The Agricultural Department emphasizes the raising of dairy stock, hogs and poultry. This department is well equipped for this work in the class room and on the farm. The silo, ensilage cutter, cream separator, Babcock tester, the farm feeds, pure bred stock and similar appliances greatly strengthen the dairy course.

A most important feature of the farm work is close co-operation with the State College of Agriculture. the Agronomy Department of the University of Missouri in carrying on co-operative demonstration plots of alfalfa, corn and wheat. This is only three of the many important co-operative demonstration experiments this department is working out under the direction of the College of Agriculture. This hearty co-operation strengthens the Normal Agriculture course in such a way that it will be of much greater service to the people of Missouri.

PHYSIOGRAPHY.

H. A. Phillips.

1. Regular Course.

This course extends through two terms. The first term will be devoted to the study of land forms and geographic processes; the second term to the atmosphere and water bodies. The relation of physical conditions to human interests will be emphasized throughout the course. Field trips and class room exercises are supplement to class discussion.

2. Advanced Physiography.

This is an elective course of one term and is intended for students making special preparation for teaching Physiography in four year High Schools.

In all the courses, students are required to do field work and laboratory work.

GEOGRAPHY.

H. A. Phillips.

1. Rural School Geography.

This course is arranged with reference to the wants of the rural school teacher, and includes:

(1) Changes of seasons.

(2) Winds in their relation to climate, special attention being given the prevailing westerlies and the great whirls in this easterly drift of air.

(3) The development of commerce and commercial cities because of physical features.

(4) Home Geography and the correlation of geography with other subjects.

2. Teachers' Course in Geography.

This course is intended for students who expect to teach the subject in rural schools or in grades of city schools, or who expect to have supervision over those who do the teaching.

It includes the reading of the barometer, the psychrometer and the wind gauge.

Map drawing, map modeling and the use of Geography in connection with History are all carefully worked out.

A suggestive outline in home Geography is a part of the course.

The best preparation for teaching Geography is to know the subject well. As an example of what the teacher should know, students in this class will be expected to make an intensive study of North America.

BIOLOGY.

1a.—General Biology.

A general course running three quarters and including a general study of representative plants and animals. This course will be discontinued at the close of the next year.

1. Elementary Botany.

This course will run three terms. It will include a general study of plants, their forms, growth, relations to environment, life histories. The economic side of the subject will be emphasized.

2. Elementary Zoology.

This course will run two terms. It will include a general study of animal life. Attention will be centered upon the animals of this region. Emphasis will be laid upon life histories and the value of structures in enabling the animal to solve successfully the problems of its environment.

3. College Botany.

This course will run three terms. It will be open to those who have a general course in botany or biology. It will include an intensive study of the physiology, morphology, ecology and classification of plants. The spring term will be devoted to the flowering plants, both wild and cultivated, of this region.

4. Insects.

This course will be offered only in the fall term. It will include a detailed study of the structure, life history and economic relations of common insects. There will be a great deal of field work.

5. Nature Study.

This is a Teacher's Course designed primarily for those who are expecting to teach children in the grades. Its purposes will be to give familiarity with the world of living things, which is so full of interest to the active child, and to work out helpful methods of presenting this material to the child. The course will include studies in laboratory and field and books of such things as common birds, their nesting habits, songs, haunts; lives of familiar insects, bees, grasshoppers and others; flowers and fruits of woods and fields and gardens; some common trees, etc. In the course the student is to acquire a speaking acquaintance with common things, to learn some of the hows and whys of familiar phenomena, and, it is hoped, to deepen his sympathy and interest with the world of out-of-doors, and through these things to gain

something material and spirtual which will help to teach the child about this out--of-doors in such manner as to make life fuller and better for both child and teacher.

6. Agricultural Biology.

This course will run one quarter. Its purpose is to give that knowledge of plants and animals which is indispensable in the successful study or teaching of agriculture.

CHEMISTRY, PHYSIOLOGY AND HYGIENE.

MR. WALTERS.

CHEMISTRY.

1. General Chemistry.

This course is planned for Freshmen and Sophomores and is in all respects the equivalent of the year of Chemistry offered in our best high schools.

1a. First Term.—Study of important non-metals and their compounds, and, along with this, a general survey of valence, equation writing, the simple forms of chemical interaction, and the application of chemistry to every-day life.

1b. Second Term.—Continuation of 1a. Methods of determation of equivalents, molecular weights, and atomic weights. Chemical thories. In both 1a and 1b two hours per week of laboratory work are required. This is illustrative of the work in class and is to a large extent quantitative.

1c. Third Term.—Study of metals and the general problems of Industrial Chemistry. The work of this quarter is in general an answer to this question; How are the elements and compounds supplied by Nature converted into such forms as are useful to man? The laboratory work of this quarter consists largely in the preparation and purification of metallic compounds. McPherson and Henderson's Elementary Chemistry and Newth's Inorganic Chemistry are used as texts in the first year's work.

2. Qualitative Analysis.

Students having had Chemistry Course 1 or its equivalent are eligible to this work.

2a. First Term.—Methods of Qualitative Analysis. Separation and detection of bases. Most of the work in this course is carried on in the laboratory, two hours per day being required.

2b. Second Term.—Continuation of 2a. Analysis of acids.

3. Organic Chemistry.

General survey of field and consideration of the organic compounds of everyday life. Daily recitations with two hours per week of illustrative laboratory work. Students in Domestic Science may elect this work without first taking Course 2.

4. Physiology and Hygiene.

Physiology.—This is a general course equivalent to the Physiology offered in our best high schools. The work includes five recitations per week and one laboratory period. Text: Walters' "Physiology and Hygiene for Secondary Schools."

5. Teachers' Course in Hygiene.—The general theme of this course is **health control**. The student is brought into a knowledge of the conditions and influences in everyday life which make for disease and those also which make for health. Special attention is given to the health problems of the school room. Teachers who have found it hard to keep well while teaching will get many valuable suggestions from this course, Freshmen and Sophomore elective.

ECONOMICS

MR. MORROW

1. General Economics.

A course intended to give the student a knowledge of Economic organization and processes; an intelligent interest in Economic questions and politics; the ability to think clearly, independently and fairly on politico-economic questions; and a desire to help secure economic justice.

Text: Ely's Principles of Economics, Rev.

1a. First Term.—Introduction to the study of Economics, Consumption, Production.

1b. Second Term.—Value and Exchange, Distribution.

1c. Third Term.—Relation of the State to Industry, Public Finance, History of Economic Thought.

2. Economic History.

After a brief consideration of the Industrial Revolution in England, a greater portion of this Course will be devoted to a study of the industrial development of the United States.

3. Economic Geography. ..Teachers' Course.

A study of the most significant geographical facts touching commerce and industry. Industrial influences will also be made prominent.

4. Public Finance.

Open to those who have completed Course 1 or its equivalent.

A course dealing with the principals of taxation, public expenditures, public revenues (Federal, state and Local), and the proper relation of the State to Industry.

5. History of Economic Thought.

Open to those who have completed Course 1 or its equivalent.

The work of this course will consist chiefly of a careful examination of the writings of the most prominent Economists from Adam Smith to the present, with the purpose of discovering the basis upon which has been builded the more satisfactory Modern Economic Theory and bettering present theory as a basis for future development.

EDUCATION.

MR. C. A. PHILLIPS, MR. MCPHEETERS, MISS HUMPHREYS, MR. HUDSON.

PSYCHOLOGY**1. Elementary Psychology.**

Should precede Training School work. This course is intended to give the student a general view of the processes by which we come to know and adjust ourselves to the world of objects. The psychology of the nervous systems and the sense organs are studied in their relation to mental phenomena.

The course is based upon Titchener's Primer of Psychology. This is supplemented by lectures and demonstrations with apparatus.

2. Advanced Psychology.

Presupposes Course 1, or its equivalent. This course is intended to enlarge the view obtained in the Elementary Course. Emphasis is placed upon the relations of the fundamental principles of mental activity to the practical school work. Angell's Psychology will be used as a basis for the class discussions. The Library is well supplied with reference works.

3. Educational Psychology.

Presupposes Course 2, or its equivalent. This is a course of lectures, demonstrations and reports, dealing with the results of experimental methods as applied to educational problems. The students will be required to familiarize themselves with Kirkpatrick, Fundamentals of Child Study, Thorndike, Educational Psychology, in addition to preparing reports on Monographs and the current Educational literature.

4. Psychology of Childhood.

This course on the physical and mental development of children is supplementary to and presupposes Course 2. It is designed to present the facts of the nature and development of the mind during childhood and adolescence with special reference to their meaning for the teacher.

PEDAGOGY.

1. Rural School Management.

Considerable time will be devoted to the study of the State Course of Study, and among the other topics considered will be: (a) The teacher, his qualifications, duties, and his obligations to the children and the community.

(b) School grounds, buildings and school room equipment.

(c) Making the daily program. (d) Grading the school.

(e) Rural Graduation. (f) School games and plays.

(g) Methods of class instruction. (h) School law.

2. Rural School Methods.

This course will take up the pedagogy of the common school branches in such a way as to meet the needs of the teacher in a one-room school. The first four years of school life will receive the larger share of attention. The methods and material for teaching reading, numbers, language and natural history will receive detailed consideration. The organization, alternation and correlation of these subjects will be fully discussed.

3. Principles of Teaching.

Psychology Course 1 prerequisite. Consideration will be given to the essential general principles underlying and determining the whole educative process.

4. Special Methods.

This course will consider the content, aims, materials, and methods in each of the leading subjects in the elementary school curriculum. Some effort will be made to show proper correlation and co-ordination among the subjects of the common school course of study. Special attention will be given to the work in the primary grades.

5. School Administration.

Required for graduates of first class high schools. This course may not be taken by students who have had Course 1. The following topics are treated: (a) The location and construction of school buildings. (b) Or-

ganization and gradation of schools. (c) Problems of vlassroom management. (d) The school board. (e) The principal and special supervisors. (f) The superintendent. (g) The school and the community.

6. High School Problems.

This course will consider the history, aims and methods of secondary school teaching, also the course of study for the various classes of high schools. Each student will be expected to do the general work of the course and to prepare a term paper on the high school subject in which he is specializing.

7. History of Education.

Two terms required. During the first term a detailed study will be made of Oriental, Greek, Roman and Medeval schools. The second term's work will consist of a special study of the great reformers during the modern period, such as Comenius, Rousseau, Pestalozzi, Herbart, Froebel and Horace Mann. The course will close with a brief study of modern school systems, in which the schools of Germany, France, England and the United States will be studied comparatively.

8. Supervision of Instruction.

To get the proper point of view for the observation and criticism of instruction, the first part of the course will be devoted to the study of the principles and aims of education. The second part will be devoted to observation and criticism of lessons as taught in the Training School and Normal. The third part will be taken up with some of the supervisor's important problems, such as: (a) Retardation of pupils. (b) Elimination of pupils. (c) Methods of promotion. (d) Vital school statistics. (e) Estimating the worth of a teacher. The course

is open to principals, superintendents and others preparing for the work of supervision.

9. Sociology.

This course will consist of lectures, recitations and reports, and in a general way will consider the origin and nature of society, and the fundamental social problems. Among those considered will be the family, the church, the state, the social aspects of industrial organizations, and the social functions of the school.

10. Ethics.

The course consists of three parts. First, a brief historical survey of the ethical teachings of a few of the world's greatest philosophical thinkers; second, starting from psychology, the facts of the moral nature are considered, and ideals of conduct and character are discussed; third, the work of the teacher in this field is examined, and the way in which different subjects of the curriculum may contribute toward moral development is considered.

11. History of Education in Missouri.

This course will include a detailed study of the history and organization of the various types of schools in the state. For example, Elementary Schools, Secondary Schools, Normal Schools, Colleges and Universities, and Special Schools. Some attention will be given to the supervision of schools as carried on by the County Superintendent and the State Superintendent. Missouri School Law will also receive considerable attention.

12. Modern School Systems.

Graduate course. The course will offer a somewhat detailed study of primary, secondary, higher, and pro-

fessional education in Germany, France, England, and the United States. A brief historical study will be made of each of the systems, but the larger emphasis will be put upon a comparative study of these systems as they are now working, with some little attention to the marked educational tendencies of each.

13. Philosophy of Education. ..Graduate Course.

A critical examination will be made of the more important problems of modern educational theory, such as the Biological, Psychological, Ethical and Sociological tendencies. The course will include lectures, class discussions, and reports. The current pedagogical literature will be brought to the attention of the class.

Advanced degrees. Courses 4, 6, 8, 9, 10, 11, 12 and 13 in Pedagogy, and Courses 3 and 4 in Psychology may be used for advanced degrees.

ENGLISH LANGUAGE AND LITERATURE

MR. COULTER, MISS BALL, MR. MARTIN, MR. ABBOTT, MISS BRYAN, MR. RUTHERFORD

ELEMENTARY NORMAL COURSE

1. First Year English.

Three terms.

This is a course in literature, written and oral composition, and grammatical analysis, covering the work of three terms. The reading is from Irving, Longfellow, Dickens, Franklin, Scott, and Goldsmith. In the composition work emphasis is placed upon oral and written themes in brief narrative form. The work in analysis is done in connection with the themes, and is intended

to show the student his weakness in expression, and effective methods of correction.

2. Second Year English.

Three terms.

The reading of from four to six authors each term. Narrative, descriptive, and expository devices studied. Considerable work in oral composition. Themes in the form of story, description, and criticism of authors read.

3. Third Year English.

Three terms.

Students who elect only three years of English will elect course 4b in the third term of the Junior year.

This course continues the work of courses 1 and 2. The literature work in this year will be in biographies and English authors.

4. Fourth Year English..

Three terms.

(a)..American Literature. Two terms. This course presents the American writers not only as artists and producers of literature, but also as thinkers and leaders of thought in their times. It is an introduction to the history of the development of culture in America.

Note: This course is an elective for students in the Advanced Normal Course who have not had a course in American Literature. This course is not required of students in the Elementary Normal Course who present foreign language.

(b) English Review. One term. Students who elect only three years of English will elect this course as the third term of the third year.

A review of literature, composition, and grammar with a discussion of the best methods of teaching these subjects in the elementary schools.

ADVANCED NORMAL COURSES

The following courses are elective for students who have completed the Elementary Normal Course, and for the graduates of first class high schools.

5. Composition.

Two Terms.

All students who intend to teach English in the high school are urged to take this course. Any student in the Advanced Normal Course whose composition is lacking in form or accuracy may be required to elect this work.

* On leave of absence in 1913-14.

The aim of the course is to give training in expression and to present methods for conducting composition classes.

6. The History of the English Literature. Two Terms.

This course has to do with the literary movements in English literature from the earliest times to the close of the Nineteenth century. The course aims to be supplementary to the high school course in English literature.

7. The History of the English Language. One Term.

This course presents the origin and development of the English language. Some attention is given to historical grammar. Selections are read from Chaucer, Spenser, and the King James Version of the Bible.

8. Shakespeare.

One Term.

Course 6, or its equivalent prerequisite. The purpose of this course is to give the student a knowledge of Shakespeare's dramatic power. Several plays will be

read intensively. Others will be assigned for reading out of class.

9. Milton and the Caroline Poets.

One Term.

Course 6, or its equivalent prerequisite. Paradise Lost read in the class. Consideration of the sources of the poem; comparison with other epics in content and form. Paradise Regained and Sampson Agonistes assigned as collateral reading.

10. Victorian Poets.

One Term.

Course 6, or its equivalent prerequisite. A close study of the literary movement which centers around the middle of the Nineteenth Century.

11. American Poets.

One Term.

Course 4, or its equivalent prerequisite. This course is intended to supplement high school courses in American literature, and to give an accurate knowledge of the greater American poets.

12. Principles of Criticism.

One Term.

Required for admission to this course, course 6 and one of the following: 8, 9, 10 or 11.

The principles underlying the construction and the interpretation of literature are discussed. Reading is assigned in the greater English critics, lectures given on the history of criticism, and application is made of the principles developed to the teaching of English in the schools.

13. Principles of Language.

One Term.

The teachers' course in grammar and composition. It is the aim here to present the principles of language

analysis, and to give the student sufficient mastery of them to enable him to be somewhat independent of the text book.

14. Juvenile Literature. One Term.

This course emphasizes: (1) Familiarity with various types of literature for children; (2) Principles of selection of children's books; (3) Methods of presentation.

15. The Epic. One Term.

A comparative study of the epics of various nations, with special stress on the English epic.

GRADUATE COURSES.

Courses 6 to 15, inclusive, may be elected by students working for an advanced degree.

16...The English Novel. Two Terms.

A rapid view of the history of English prose fiction. The work of the first term close with Scott. The second term presents the Nineteenth Century novel after Scott. The two terms may be elected separately.

17. Browning. One Term.

The more significant of the poems are read in the order of their writing, and an attempt is made to show something of the development of Browning's ideas and literary methods.

18. Wordsworth and the Lake Poets. One Term.

Special attention is given to the influence of the economic and social theories of the late Eighteenth Century upon these poets.

19. Tennyson.**One Term.**

A reading of the Idylls of the King, and In Memoriam, along with many of the shorter poems. The object is to show Tennyson as an interpreter of the thought and life of the England of his time.

**20. Origin and Development of the Modern Drama
One Term.**

The development of the liturgic drama in England until its decline in the Sixteenth Century. The development of the Elizabethan drama from the dramatic pre-lusions of the Masters of the Chapel Royal.

SPECIAL COURSES IN ORAL ENGLISH.**a. Reading and Speaking.****Two Terms.**

This course is intended to aid the student in the development of a clear, strong voice, and its use in correct articulation; the expression of simple emotions, both in conversation and in the oral interpretation of the printed page. There is some discussion of methods of teaching reading in the rural and elementary schools.

b. Advanced Reading.**One Term.**

This course is offered to those studentts who have completed Course 1, or its equivalent. It is an advanced course in the art of oral expression.

These courses may be elected according to the restrictions for technical courses.

c. Debate

A class in debate will be organized in the fall and winter terms each year. Emphasis will be placed on

the mechanical form of argumentation and upon the making of briefs and debates. The members of the inter-scholastic debate teams will be chosen from these classes.

d. Public Speaking.

In this course students are taught the basic principles of effective speaking from the constructive as well as from the oral standpoint. Frequent briefs and themes are required, and as much practice as possible in extemporaneous and prepared speeches is given.

FRENCH AND GERMAN.

1. Elementary French.

In this year's work, careful drill is given in pronunciation and the principles of French grammar. From 300 to 400 pages of French are read.

1a. First Quarter.—Fraser and Squair's French Grammar, Lessons I-XX, and the regular verbs. Reading, Mariet's *La Tache du Petit Pierre*.

1b. Second Quarter.—Reading from Aldrich and Foster's French Reader, and Halevy's *L'Abbe Constantin*. Dictation exercises and conversation based on texts.

1c. Third Quarter.—Fraser and Squair, Lessons XX to XL. Twenty irregular verbs. Reading, *Le Voyage de Monsieur Perrichon*, or the equivalent. Composition and grammar and conversation.

2. Second Year French.

Prerequisite: Course I.

In this year's work, the composition and grammar of the first year are continued. From 600 to 700 pages

of French are read. Considerable attention is paid to sight translation.

2a. First Quarter.—Composition and conversation based on the texts read. The remaining important irregular verbs. Classics read: Hugo's *Les Miserables*, Corneille's *Le Cid*. Dumas' *Les Trois Mousquetaires* is read outside of class and a resume of it is handled in French.

2b. Second Quarter.—Conversation and reading. Classes read: Moliere's *l'Avare* and Daudet's *Tartarin de Tarascon*. Labiche and Martin's *Poudre aux Yeux* read outside of class and reported on in French.

2c. Third Quarter.—Conversation and composition. Classics read: Bazin's *Les Oberle*, Hugo's *Hernani*, Daudet, *Contes Choisis*.

Another classic is read outside of class and reported on in French.

3. Third Year French.

Three Quarters Prerequisite: Course 2. History of French literature since the Sixteenth Century. Selections are read from Corneille, Moliere, Racine, Madame de Sevigne,, Madame de LaFayette, Voltaire, Hugo, De Vigny, Daudet, Rostand.

Advanced courses in French will be given if there is sufficient demand.

GERMAN.

1. First Year German.

The aim of this year is to give the student a good pronunciation and to ground him thoroughly in the elements of German grammar. Reading will be selected from beginning readers and easy stories.

First Term.—Vos. Essentials of Grammar. Lessons I-XV.

Second Term.—Vos. Lessons XV-JXXVI, Joynes' German Reader, conversation and dictation. Memory work.

Third Term.—Vos. finished. Conversation, composition and dictation. Reading Storm's Immense.

Constant drill on declensions, conjugations and word order. Memory work.

2. Second Year Work.

Prerequisite: Course 1.

In this year grammatical forms are constantly reviewed and more difficult work in composition is required. At the same time, the student begins the study of German literature as such.

First Term.—Composition and conversation based on Pope's German Composition. Von Hillern's Hoher als die Kirche read.

Second Term.—Composition and conversation. Classics read: Schiller's Der Neffe als Onkel and Hauff's Tales.

Third Term.—Composition and conversation. Classics read: Schiller's Wilhelm Tell, and Moser's Der Bibliothekar.

3. Third Year German.

Prerequisite: Course 2.

This course calls for more extensive and rapid reading with frequent exercises in sight translation and short papers in German. The reading includes selections

from Schiller, Goethe, Lessing, Heine, Freytag, Baumbach and Storm.

4. Fourth Year German.

An intensive study of some of Schiller's and Goethe's best known plays and poems, their lives and relations to contemporaries.

5. Modern German Literature.

Prerequisites: Courses 1, 2, 3.

Modern dramatists and novelists studied.

6. Teachers' Course.

This course includes a thorough review of German grammar and syntax, a consideration of methods, and examination and discussion of text books.

Note:—At least three quarters of work in French or in German must be taken to count toward graduation.

HISTORY.

MR. HENDRICKS, MISS RUNYON, MR. BASS,
MR. McCLURE.

ELEMENTARY COURSES.

1. United States History.

A review course for those desiring credit for United States History on a County Certificate. Texts, McLaughlin's "American Nation," and Muzzey's "American History."

2. Civics.

A review course for those desiring credit in Civics on a County Certificate. Text, Guitteau's "Government and Politics in the United States." An outline of State and local governments is considered.

ELEMENTARY NORMAL SCHOOL COURSES.

Ancient History.

3a. The Orient. Text Books: Botsford and Maspero. A study of the development of organized governments, industries and manners and customs of life in the Nile and Tigris-Euphrates Valleys.

3b Greece

The essentials of the History of Greece. Botsford is used as a text, and the library for reference reading and reports.

3c Rome.

The essentials of the History of Rome and the beginnings of the Barbarian Kingdoms. Botsford used as text, and library as in previous courses. Especial attention paid to teaching methods of study and investigation.

Mediaeval and Modern History.

4a Mediaeval.

The work is based on Robinson as text. Great events, such as the Hundred Years' War, the Reformation, and tendencies leading to the French Revolution, are developed with the aid of reference books.

4b. Modern History to the French Revolution.

The work is based on Robinson as text. Great events, such as crusades, feudal system, etc., are developed with the aid of reference books.

4c...Modern History to the Present Time.

A survey of the main events of History since the Reformation, based on Robinson's texts and library references.

AMERICAN HISTORY AND GOVERNMENT

5a. Colonies and Nation.

This course, which extends to about 1830, considers the colonial period briefly and emphasizes the formation and growth of the new republic as a nation.

5b. Division, Reunion and Development.

The periods of disunion and reconstruction are followed by a study of the political and industrial development extending to the present.

5c. Government of State and Nation.

An analysis of the structure and working of government in state and nation.

ENGLISH HISTORY

(Students specializing in History should take the first two terms of English History before American History.)

6a. Formation.

The growth of national unity and the development of an absolute monarchy are traced from their beginnings through the early Tudor period. Cheyney's text and numerous references are used.

6b. .Development.

The growth of democracy and expansion of empire are followed to the present time.

7. The History of Missouri.

A study of the formation development and resources of the State of Missouri.

ADVANCED NORMAL SCHOOL COURSES

TEACHERS' COLLEGE COURSES

ENGLISH HISTORY**8. Constitutional History of England.**

A study of the present government of English people including political party and party organizations. Lowell's "The Government of England" used as a text. Open to students who have completed 6a and 6b.

ADVANCED AMERICAN HISTORY**9. Colonial History.**

This course, extending to 1763, gives particular attention to the beginnings and growth of settlements, and to the development of colonial government. In addition to lectures and text books, collateral reading and topics will be required.

10. Formation of the Union.

This course extends to about 1830, and emphasizes

the formation and development of the Union. As far as possible, source material will be used. Lectures, quizzes, and topics.

11. The Civil War and Recent Development.

Stress is placed upon the Civil War, Reconstruction and recent political, social, and industrial problems, lectures and research work and quizzes.

12. Advanced Civil Government.

A study of local, state and national government as a whole. The machinery of government is considered but emphasis is given to the functions of government under American conditions.

ADVANCED EUROPEAN HISTORY

13. Advanced European History.

A study of Mediaeval Institutions and the Reformation from the sources and extended histories. Prerequisite: Mediaeval and Modern History.

14. Advanced European History.

Periods of the Reformation and the French Revolution. Sources and library references used in the preparation of topics and papers.

15. Advanced European History.

Comparative study of Governments of Europe. Same methods as in Course 12. France and Germany are used as a basis for comparison and for studying the life of the people with reference to new ideas of government.

16. Nineteenth Century History.

The development of industrial, social, and political Europe during the last century is the subject of this special study.

CURRENT HISTORY AND METHODS

17. Current History.

A study of present political and social movements from periodical literature. Prerequisite, Course 9 or 10

18. Methods of Teaching History.

This course will include subject matter and methods for the study of history in Grade and High Schools. Special attention will be given to the use of illustrative materials, devices for impressing facts and methods of organizing these in an orderly way.

LATIN

MISS YEATER

1. Beginning Latin.

1a. First Term—D'ooge's Beginning Latin Book. Lessons 1-26.

1b. Second Term—D'ooge's Beginning Latin Book. Lessons 26-58.

1c. Third Term—D'ooge's Beginning Latin Book completed. Outlines of Latin Grammar, published by the department, are used throughout the year.

2. Review of Beginning Latin.

For students who are taking this as the last quarter of Course 1, the credit is 1-3 unit. For students who

have no credit in Latin in this school and are taking it as a review, the credit is one unit.

The texts used are the same as in Course 1.

3. Caesar and Prose Composition.

Attention throughout this course is given to syntax and to sentence structure.

Allen & Greenough's Caesar. Bennett's Grammar.

3a. First Term—Book 1.

3b. Second Term—Twenty-five lessons in Abbott's Prose Composition, Book 11.

3c. Third Term—Books III and IV.

4. Advanced Latin Grammar and Prose Composition.

Prerequisites, Courses 1 and 3. The writing of illustrative Latin sentences continues throughout both terms.

Jones' Latin Prose Composition, Bennett's Latin Grammar, Outlines of Latin Grammar, published by the department.

4a. First Term—A thorough study of forms and their development. The syntax of the verb.

4b. Second Term—The syntax and classification of the noun and pronoun.

Given in the Fall and Winter Terms.

5. Sallust's Jugurtha.

Prerequisite, Course 4. A finished English translation is required, together with a study of the peculiarities of Sallust's style. Chase & Stuart's Sallust.

Given in the Spring Term.

6. Cicero's Orations Against Catiline and for the Poet Archias.

Two terms. Prerequisite, Course 4. A detailed study of Cicero's style, sentence structure and syntax, also of his life and character. D'Ooge's Cicero.

Given in the Winter and Spring Terms.

7. Vergil's Aeneid.

Prerequisite, Course 4.

7a. First Term—Book I with a detailed study of scansion, syntax and figures.

7b. Second Term—Books II, III and IV.

7c. Third Term—Books V and VI, with a study of the entire poem as a literary classic. Fairclough and Brown's Vergil.

8. Tacitus.—Germania and Agricola.....

Attention is given to the author's style and to the literary and historical value of his work. Gudeman's Tacitus.

Given in Summer Term only.

9. Cicero's Essays—De Senectute and De Amicitia.

Attention is given to Cicero's temperament and literary work. Rockwood's De Senectute. Price's De Amicitia.

Given in Summer Term only.

10. Sallust—Jugurtha and Catiline.

Attention is given to the author's style, also to a comparison of Sallust's and of Cicero's attitude toward Catiline. Chase & Stuart's Catiline.

Given in Summer Term only.

11. Teachers' Course in Caesar.

Historical setting as well as methods.

12. Ovid.

Selections. Kelsey's Selections from Ovid.

MATHEMATICS

MR. SCARBOROUGH, MISS KENNEDY, MR. URBAN,
MISS NICKERSON.

NORMAL PREPARATORY COURSE**1. Elementary Algebra.**

This includes the mathematics given during the first year, and is intended for those who have finished the eighth grade or rural school course.

The ordinary operations will be given, using at first only the simpler expressions. This will include the processes employed in the elementary treatment of the subjects:

1a. This includes the ordinary operations of Addition, Subtraction, Multiplication and Division, together with some practice in the use of the simpler equations.

1b. Factoring and its applications to the simpler Quadratic Equations, Fractions, Linear Equations involving two unknown, and Fractional Equations of the first degree.

1c. Review and extension of work in the topics given in 1a, with special reference to literal notation, Square Root, Radicals, Simpler forms of Quadratics, Equations, including one and two unknowns.

Experiments in the laboratory will be used to obtain material for problems. Given every term.

2. Teachers' Arithmetic.

This course is designed for persons who have taken one year of Algebra. The use of the equation should be understood in order to appreciate the methods of solving problems in Arithmetic. The laboratory is used constantly in this course. Given every term.

3. Plane Geometry.

This course requires two terms. The Mathematical Laboratory will be used in connection with the work. Prerequisite, Courses 1 and 2.

3a. First Term—Books I and II.

3b. Second Term—Books III, IV and V.

Given every term.

NORMAL COURSE

4. Third Year Mathematics, Algebra.

Two Terms. Special attention will be given to the more advanced phases of the topics studied in Course 1. Prerequisites: Courses 1, 2 and 3. The course for each term includes:

4a...Equivalent Equations, Simultaneous Equations. Graphical Representation, Theory of Exponents, Radicals. Quadratic Equations in one unknown.

4b. Theory of Roots of Quadratic Equations. Quadratic Equations in two unknowns, Ratio and Proportion, Inequalities, Logarithms, some work in a few simple series and the Binomial Theorem. Given every Term.

5. Solid Geometry.

The laboratory method will be used in much of this work. The topics usually given in a course in Solid Geometry will be included.

Prerequisite: Courses 3 and 4. Given every Term.

6. Plane Trigonometry.

Much practical work will be done in connection with this course. The laboratory is supplied with a good transit and other apparatus for making all necessary measurements.

7. Analytical Geometry.

The purpose of this course is to give the pupil the geometrical interpretation of Algebra. This subject is necessary in order to appreciate the true meaning of the Graph in Elementary Algebra.

Prerequisite: Course 5.

This course requires two terms, and classes will be organized at the opening of each of the fall and winter terms.

8. College Algebra.

This course is designed as a preparation for a higher work in mathematics, and special attention will be given to a discussion of series. Fall and Spring Terms.

9. Theory of Equations.

This will include Determinants as well as the Theory of Algebraic Equations.

Prerequisite: Course 7.

10. Calculus.

Time required is two terms, and the class will be organized at the opening of the winter term.

10a. First Term—Differential Calculus, and its applications.

10b Second Term—Integral Calculus and its applications.

11 Teachers Course in Mathematics

This course includes a discussion of the teaching of Arithmetic, Algebra and Plane Geometry, as required in the usual high school course. The correlation of subjects and laboratory methods form an important part of the course. Fall and Spring Terms.

12 History of Mathematics

This course includes the study of the development of the various topics included in the ordinary high school course, together with a study of some of the men who have contributed largely to the development of the science of Mathematics.

13. Astronomy.

This includes both descriptive and Mathematical Astronomy. The course is open to high school graduates. This course is given only in the Spring Term.

14. Surveying.

Much field work with the compass, level and transit will be required.

Prerequisite: Course 5. Fall and Spring Terms.

PHYSICS

MR. MORRIS

1. Introduction to Natural Philosophy

There is so much in Physics that is essential to students of other sciences that this course is offered to meet that need at least in part. It consists of a series of lectures and demonstrations on the those parts of Sound, Light and Heat, which will be helpful to students of Physiography, Music and Sophomore Physiology, and to grade teachers.

2. Elementary Physics.

This course is offered to meet the requirement in science during the elementary course; but it may be elected by Juniors and Seniors. One of the essential features of the class room work is the demonstrations. The laboratory work (two hours a week) is thoroughly practical. Millikan and Gale's text is used.

2a. First Term—Mechanics of Solids and Fluids.

2b. Second Term—Heat, Sound and Light.

2c. Third Term—Electricity.

3. Mechanics.

In this course the topics considered in the first third of Course 2 will be treated in a more extensive manner; and in addition circular motion, Pendulums (simple and compound) methods of determining G, impact, moment of inertia, will be considered. The aim is to treat Mechanics as a physical science. As a great many physical phenomena are explained in terms of motion, this course is fundamental. The laboratory work is based on Ames and Bliss's Manual.

Prerequisites: Course 2, or its equivalent, and Plane Trigonometry.

4. Properties of Matter.

This course will deal with attraction, elasticity, surface tension, fluid-pressure, diffusion, etc.

5. Heat.

The essential things in this course are nature of Heat, Thermal Conduction, Radiation, and Thermodynamics. Thermometry, Calorimetry and Change of State will also receive some consideration. The laboratory work is based on Ames and Bliss's Manual.

6. Electricity and Magnetism.

Two Terms. In addition to the topics formerly considered the subjects of Conduction of Electricity through Gases, Radioactivity, and the relation of matter and electricity will receive some consideration. The laboratory work will consist in measuring Resistance, Electromotive Force, Capacity, etc.

7. Sound and Light.

The first part of this course will consist of a study of Vibration, Wave-Motion, Resonance, Interference, etc. The work in Light will deal with the nature and velocity of light, lenses and prisms,, interference, diffraction, spectra, polarization, etc.

8. History of Physics.

The aim of this course is to familiarize students interested in physics with the order of development of the various branches of the subject. Cajori's History of Physics will serve as a guide. Selected chapters from

such works as Whewell's History of the Inductive Sciences, Benjamin's History of Electricity, Mach's History of Mechanics, and Whittaker's History of the Theories of Ether and Electricity will form valuable collateral reading. Prerequisite: A knowledge of Physics.

Note:—Courses 3, 4, 5, 6, 7 and 8 are electives in Advanced Normal Courses. They are designed especially for those who wish to prepare themselves to teach Physics in the first class high schools. Courses 3, 5 and 6 will be very useful to students expecting to enter technical schools.

Students intending to pursue work in physical science should aim to complete elementary physics during the Elementary Course year. They should elect advanced physics, chemistry, mathematics and manual training.

TRAINING SCHOOL

MR. CRISSMAN, MISS. RICHARDS, MISS TODD, MISS ARNETT, MISS PERKINS, MISS DENNIS, MISS SCOTT.

The Training school is the laboratory of the Normal School. Here all professional instruction received in the academic and pedagogical departments may be crystallized into experience and skill.

Three things are necessary in the preparation of a teacher. (a) Academic knowledge. (b) Professional principles. (c) Skill in the application of those principles. To give the last is the function of the Training School.

In the Training School the student-teacher has an opportunity to begin his teaching under the direction of a judicious and sympathetic critic. Thus he is enabled

to escape many of the mistakes of the untrained teacher and to fix good methods and instruction and government.

The supervisors of the Training School are selected because of their special fitness for directing the work of students and teachers in their respective grades. Nothing is done that in any way tends to hamper the individuality of the teacher. On the contrary, every effort is put forth to give full play to the teacher's originality. We do not wish teachers to have the indelible impress of this institution upon them as distinct from all others. On the contrary, the plan is to develop resourcefulness and adaptability in the teachers.

As far as possible all Training School teachers are required to have a term of observation, criticism and plan writing, so that they know what good teaching is and can write a good lesson plan before they actually take charge of a class, thus avoiding all mere "practice teaching."

There are High Schools, Grammar, Intermediate, Primary, and Kindergarten departments in the school and students are assigned to teach in departments best suited to their needs.

1. Elementary Teaching.

This is a course in observation, criticism, plan writing and such teaching as opportunity affords. The Superintendent and all Supervisors will teach illustrative lessons. The range of subjects taught will comprehend practically all of the work offered in grades one to ten, inclusive. All lessons will be discussed under the direction of the Supervisor, and each student teacher will be required to write plans for the teaching of such lessons. This course is required of all candidates for the Regents' Certificate. If the Regents' Certificate is not taken out this course in observation should be taken

the term preceding the first term of "Advanced Teaching." It counts as one of the three terms of required teaching.

Prerequisites: Psychology, Course 1, and Pedagogy, Course 1 or Course 5—Graduates of first class high schools may take these courses and Elementary Teaching at the same time.

2. Advanced Teaching.

This is a course in teaching in one of the departments of the Training School. Every lesson taught must have very careful preparation.

A written plan must be submitted to the Supervisor for criticism before the recitation. Practically every class exercise will be observed and criticised by the Supervisor. Required of all students for the Diploma.

Prerequisites: Psychology, Courses 1 and 2, Pedagogy, 1 or 5, and 2, and at least two Teachers' Courses.

3. Advanced Teaching.

This course is a continuation of Advanced Teaching.

Required of all candidates for the Diploma.

Prerequisite: Course 2.

4. Primary Methods.

This course is offered for those who are taking the special primary work and is required of those in the Specializing Course for Primary Grades. It consists in a study of the several subjects in the primary grades with special reference to the teaching of these subjects through occupational work. This course is open to students in the Junior year of the Life Certificate Course and must be preceded by Psychology, Course 1, and Peda-

gogy, Course 2. Courses 4 and 5 will be offered during the Fall and Winter Terms by the Supervisor of the Primary Department. All who are specializing in the Primary Course should arrange to take this work at that time. During the Spring and Summer Terms these courses will be given by the Director of the Kindergarten-Primary Department, and will be slightly modified to meet the demands. All who are taking the "Special Kindergarten-Primary Courses" should arrange to take this work during these terms.

5. Primary Methods.

This course is a continuation of Course 4, and should be preceded by it.

6. Kindergarten Theory.

Kindergarten Gifts, 1 to 5; "Education of Man" and "Mother Play"; Songs and Games. Occupations: Sand Table Work, Clay Modeling, Drawing.

Prerequisites: Psychology, Course 1; Pedagogy, Course 1.

7. Kindergarten Theory.

Kindergarten Gifts, 5 to 8. "Education of Man," "Mother Play", "History of the Kindergarten", Vandewalker. Occupations: Cutting, Tearing, Folding, Construction Work.

8. Kindergarten Theory.

"Froebel's Educational Laws," Hughes. Program work: Mother Play; Gifts completed. Occupations: Sewing, Card Lacing, Weaving.

Prerequisite: Course 7.

9. Kindergarten-Primary Teaching.

Gift and game work, observation, monitorial work, connecting class teaching and first grade primary teaching.

Prerequisite: Course 6.

10. Kindergarten-Primary Teaching.

Occupations, beginning story-telling, music and rhythm work, observation. Connecting class and primary teaching as in Course 9.

Prerequisite: Courses 7 and 9.

11. Kindergarten-Primary Teaching.

Students are required to take full charge of the entire work of the Kindergarten and work out any problems which may be assigned. Connecting class and primary teaching as in Course 9.

Prerequisites: Courses 8 and 10.

DEPARTMENT OF COMMERCE.**1. Penmanship.**

This study is one of the most important in the commercial curriculum and, therefore, careful attention is devoted to it. The method of instruction is such that improvement in actual writing is made from the very beginning. The instruction is based upon sound psychological and pedagogical principles with an aim of securing concrete results. Work prepared outside of class recitations is required each week and this work is carefully looked over, criticised and returned to the student with mark of movement and form indicated. Plain legible business writing is the chief aim. Work on

black-board and in theory and methods is given during the last quarter and is intended for teachers.

1a. First Term.—Proper position of the body, pen and paper; material used; systematic exercises developing both movement and form; letters and simple combinations; principles of writing. Outside work required which is carefully criticised.

1b. Second Term.—Special attention is given to letter forms; details closely studied; outside work is required.

1c. Third Term.—Careful work on letters of very difficult combination; movement and for mcarefully observed; theory of letter form, black-board practice and the filling in of special prepared business forms is required. Students taking work in this quarter will be given a chance to correct work submitted by first quarter studentss.

2. Typewriting.

Open to students in the Advanced Normal School Courses only.

The typewriting is becoming a more and more important factor in commercial work an dthe demand for skillful operators is ever increasing. The "touch" method is carefully followed; the text "Rational Typewriting" prepared by Rupert P. Sorelle is used throughout the year. Typewriters with blind keys and keyboard shields are used, by this only touch operators are produced. The care and mechanism of the machine is studied and for those intending to teach, special work in methods and practice is given.

2a. First Term.—Position of body at the machine; mastery of the keyboard; accuracy and uniformity of touch; centering; mechanism of machine; fingering.

2b. Second Term.—Continuation of work of first term, paying special attention to accuracy and learning the various parts of the machine and their uses.

2c. Third Term.—Continuing with second term work together with tabulation, carbon copying. Students in this quarter will be allowed to do practical work, thereby increasing their speed and confidence.

3. Bookkeeping.

This work in the various phases is logical and practically conducted. The work is introduced by a study of the theory of debits and credits and the simpler methods of recording business transactions. Later retail, wholesale, partnership, commission and corporation accounting are taken up.

3a. First Term.—Theory of debits and credits; ruling; principles of accounting and this application; journalizing, posting, taking trial balances, closing the ledger; use of commercial papers; sales-book, purchase-book and cash-book are introduced.

3b. Second Term.—Statements of accounts; partnership set; notes and drafts are introduced.

3c. Third Term.—Corporation accounting; special columns in cash-book. A limited amount of office practice is given in each quarter.

4. Bookkeeping.

This course is open only to those specializing in the Department of Commerce. The work is more intensive than the work of Course 3. Two periods of work per day are required. Opportunity for practice teaching is given in this course.

4a. First Term.—Courses 3a and 3b.

4b. **Second Term.**—Courses 3c and supervision work.

4c. **Third Term.**—Banking; Manufacturing; Commission; Supervision work.

5. Stenography.

Open to students of Advanced Normal School Courses only.

Students taking shorthand are requested to enroll for one period of typewriting per day. Our method of teaching shorthand is a combination of individual and class instruction with frequent blackboard illustrations resulting in a thorough mastery of the fundamental principles. Two years is devoted to this subject for students specializing in the Department of Commerce. Gregg system is taught.

5a. **First Term.**—A careful study of the manual; drills on word signs; phasing; dictation exercises; shorthand penmanship; individual instruction.

5b. **Second Term.**—Completion of the manual; dictation from various phases of commercial work; close attention given to accuracy of outlines; shorthand penmanship; frequent reviewing of principles, etc.

5c. **Third Term.**—Reviewing; Abbreviation and speed; Reading from Gregg Shorthand Reader; Beginning Letter Drills.

6. Stenography. (Continuation of 5.)

For students specializing in the Department of Commerce or for those desiring to master the art of stenography. This work will be given throughout the year and will consist of every difficult shorthand reading and dictation matter. Dictating of Business correspondence

newspaper articles; lectures, etc. Readings from: Gregg Writer; Letters from Self-made Merchant to his Son; Legend of Sleepy Hollow; Great Stone Face; etc.

7. Commercial English. (See Course 8 English Department.)

8. Commercial Law. (Same as Course 9, Commerce Department.) Given in Winter Term only.

9. Theory and Special Methods. (Given in Spring Grade only.)

DRAWING.

MISS SHANNON, MISS HARWOOD.

1. Elementary Drawing.

1a. First Term.—General freehand drawing with pencil and crayons and beginning water color work. Elementary principles of perspective.

1b. Second Term.—Continuation of pencil and color work, Elementary perspective, including the drawing of interiors and exteriors, street scenes, etc. Beginning work in design, including stenciling.

1c. Third Term.—Coolr study and design. Time studies from plant form. Decorative plant form, landscape, etc. Lettering. Designing, simple posters.

2. Color Harmony.

Color notes from nature and the application of harmonious colors and textiles, surface patterns, borders, etc. The aim is to cultivate good taste by the study of

color and proportion, working out color schemes for costumes, interiors and details of the home.

Prerequisite: Course 1 or its equivalent. Outside work required.

3. Advanced Drawing.

Prerequisites: 1a and 1b.

3a. **First Term.**—Charcoal work from still life. (Flowers, Fruit, Vegetables) Charcoal with the addition of color.

3b. **Second Term.**—Pencil sketching and advanced perspective, decorative posters and post-cards, working from photographs and from nature.

3c. **Third Term.**—Advanced work in charcoal, pencil and color. Lettering. Some work from casts, and pose drawing.

4. Methods.

A teachers' course. Course 1 or its equivalent required before students can enter this class.

Theory and practice of teaching drawing in rural and graded schools; outlines will be made, lesson plans written. Blackboard drawing. Courses of study from other schools will be discussed, and much attention paid to the correlation of drawing with other subjects.

5. History of Art.

5a. **History of Painting.**—A study of the development of painting and master pieces found in the leading galleries of Europe and America. Discussion of pictures appropriate for the school room. A book is made to contain fifty reproductions from famous artists.

5b. History of Architecture and Sculpture.**6. Special Problems.**

Prerequisites: Courses 1 and 3.

A course for those who are specializing in drawing.

7. Design.

Prerequisites: Courses 1 and 2.

Study of the principles of composition and design. Development of units from plant form. Block printing and book-binding. Such problems as the making of desk pads, memorandum pads, note books and sewed books are given.

HOUSEHOLD ARTS.

MISS DUNN

1. Food Preparation.

This course covering three terms, is made up of laboratory work in the preparation of food with special attention to its nutritive value and cost, serving of meals; and lectures on food and food manufacturing and adulterations.

2. Food Preparation.

One Term. This course consists of the study of special diets, experimental and large quantity cookery. Given in the Spring Term and in the Summer

3. House Sanitation and Decoration.

One Term. This is a course of lectures and reports by the members of the class on house structure, sanita-

tion, decoration, and the cost and care of the home and its furnishings.

Given in the Fall and Winter Terms, and in the Summer.

4. Hand Sewing.

In this course, comprising the work of three terms in addition to the exercises in sewing, the students become familiar with an outline for a course in sewing for the Grammar Grades.

Text: Mrs. Woolman's Sewing Course.

5. Machine Sewing.

Three Terms. Drafting and making of garments. The principles of garment and dressmaking; taking accurate measurements and choice and economy of cutting of material and the making of simple garments are the points emphasized.

6. Embroidery.

Simple designs used for decorating of household articles and the garments made in Course 5. Should precede or be taken with Course 5.

7. Millinery.

Practical construction and artistic trimming of hats.

Given in Fall Term and in the Summer.

8. Textiles.

Study of fabrics, their beginnings in the arts and industries of primitive life. The development of spinning and weaving. Modern processes studied and econ-

omic values. Methods for correlation of this subject with others in the curriculum.

Given in the Spring Term only.

9. Methods in Household Arts.

This is a teachers' course intended for those students specializing in this department.

This course must precede or be taken at the same time with practice teaching in this department.

Given in the Winter Term and in the Summer.

10. Home Nursing and Emergencies.

This is intended to give simple instruction in emergencies and first aid, and in the simple procedures in the home care of the sick. It includes such topics as the treatment of bleeding, fainting, convulsions, asphyxiation, and poisoning; care for the sick when the professional services of a nurse are not required, caring for the aged and children, location of the sick room, and the preparation and serving of food for the sick.

Given in the Fall Term and in the Summer.

MANUAL TRAINING

MR. AHRENS

1. Manual Arts for Primary Grades.

This course deals with typical forms of construction suited to the needs and capacities of young children in the lower grades of the elementary graded or ungraded school. It aims to present to the specialist and regular grade teacher the possibilities and limitations of various processes and products in sundry materials in relation

to other subjects of instruction. A special study is made of the manipulation of tools and materials in paper and cardboard and construction, reed and raphia work, clay modeling, simple pottery, and hand loom weaving. The aesthetic possibilities in design and execution receive the attention its importance deserves.

2. Theory and Practice of Teaching the Manual Arts in Elementary Schools.

Lectures, required reading, observations, discussions and practical work.

The technical projects dealt with in this course are taught in Manual Arts for the Primary Grades, which shall be taken as a parrallel course if possible.

The place of manual arts in elementary schools, materials and processes of construction suited to elementary school practice; skill as an end to be sought; the relation of the manual arts to the other elementary school subjects; organization, administration and methods of teaching the manual arts; equipment needed for courses in the manual arts.

3. Elementary Shopwork.

The work involves the use of the simple woodworking tools, a mastery in their use and a knowledge of technical processes necessary for teaching woodwork in the elementary schools.

4. Advanced Shopwork.

This course (two terms) includes a careful study of grain, quality and texture of the materials used in construction. Special attention is given to proper methods of laying out work. The technical processes and pro-

jects attempted are those usual in secondary schools. Originality in construction and design is encouraged.

Presupposes Course 3.

5. Advanced Cabinet Making. History and Design of Furniture.

Lectures, required reading, demonstration and practical work.

This course (two terms) deals with the design and construction of simple furniture along practical structural and artistic lines. Considerable attention is given methods of finishing and means of decoration.

Presupposes Course 4.

6. Elementary Wood Turning.

Demonstrations and practical work.

This course aims to give a through drill in the fundamental operations of wood turning.

7. Teaching of Advanced Wood Turning.

Lectures, required readings, demonstrations and practical work. Two terms.

This course is intended for teachers. It aims to give projects which embody the best technique and the fundamental operations of turning between centers, face plate work, chuck turning, turning in halves, and polishing in oil and shellac. A study is made also of speeds suitable for turning various diameters; various woods best suited to turning; planning of courses; study of equipment; methods of teaching.

Presupposes Course 6.

8. Mechanical Drawing.

This course (three terms) is planned to give a thorough grounding in the fundamentals of the subject. Considerable attention is given the care and use of the drawing tools. Dimensions, projections, intersections, development of surfaces, isometric and perspective drawing, machine details, tracing and blue prints, with emphasis upon the relation of the draughting room to the shop.

9. Metal Working.

A course (two terms) suited to the needs of Intermediate, Grammar and High School grades in ribbon wire, sheet copper and brass. The course illustrates bending and joining ribbon wire, and hammering and pounding on the stake, over forms, sawing and filing, riveting, coloring and polishing the copper and brass in various grades of thickness.

10. Pottery.

A course (two terms) in pottery, involving the fundamental principles of modeling, casting and wheel work. Preparation of clay for all practical school purposes. Decoration. The placing and firing of the kiln and the use of easily applied glazes.

11. The Manual Arts in Education.

Required readings, discussions, reports and letters.

The place of the arts in elementary and secondary education; the vocational school; the trade school; industrials schools in Europe and America; recent tendencies at home and abroad; various state laws relating to industrial and trade schools; the phoychological and

sociological aspect of the arts; education for culture; education for service; educational values, aims and methods.

12. Administration and Economics of Manual Training.

Lectures, prescribed readings and conferences.

This course will include: Cost of equipment and cost of maintenance of courses in elementary and secondary schools; organization of courses of study; methods of presentation of subject matter; methods of supervision and administration; the grade teacher; the specialist; relation of manual course to other school courses; consideration of local needs.

Presupposes one or more shop courses.

13. Art in Relation to Industrial, Trade and Technical Education.

Lectures, conferences, investigation and practical work.

Art as expression; art in relation to industry and to life; the principles of art; art criticism; applied design; special problems in paper, cardboard, wood, metal, textiles and pottery; form and color; strength of material; outlines of courses in elementary, secondary, trade and technical schools; art in relation to other subject of instruction.

Presupposes one or more courses in art and manual training.

MUSIC

MR. SOLOMON, MISS JAMES, MISS HINSDALL,
MR. MEYERS.

1. Elementary Music.

This is an introductory course, and covers the work of three terms. Text, Elenor Smith Music Course.

1a. First Term. — This class is for students who have never studied music. The work in this term consists of rote songs, ear training, rhythm, interval work, note singing, chord formation, written work, theory, major scales and two part work.

1b. Second Term.—The work in this course is a continuation of the work of Courses 1. Rote songs, ear training, new problems in rhythm, more difficult interval work, sight and chord formation, major and minor scales written work, dictation, theory, two or three part singing and transposition of simple melodies.

1c. Third Term.—The work of this course includes the singing of more artistic songs advanced sight singing, theory, terminology and technical work, elements of chord formation, minor and chromatic scales. The class will be given a general outline of a course in music for the eight grades.

2. Sight Reading.

Three terms of advanced sight reading will be provided, as required.

3. Methods in Music.

This is a Teacher's Course. Prerequisites: Psychology, Course 2, and Pedagogy, Course 3. Text: Farnsworth's Education Through Music.

This course presents a general outline for the first four grades, with the psychological principles involved. Outside preparation is required.

The work includes the value and power of song in child life, rote songs to create interest, rote songs as a foundation and preparation for sight singing, game songs and their value in child life, motion songs (ear training, devices for developing the sense of rhythm and a good quality of tone; children singing out of tune, its cause and cure; treatment of monotones, sight reading, theory and devices for presenting written work.

4. Harmony.

The work of this course is given in five terms. Texts: Stainer, *Harmony*; Jadassohn, *Elementary Principles of Harmony*.

4a. **First Term.**—A complete exposition of the formation of scales, keys, signatures; classification and measurements of intervals; foundation of the harmonic system, chord foundation and successions; inversion of triads; harmonization of basis and perceptive faculties.

4b. **Second Term.**—Chord combination and harmonizations, continued in the major and minor modes; simple modulation; construction of chords of the seventh, their melodic and harmonic tendencies in resolution; application of material and exercises; further development of the perceptive faculties.

4c. **Third Term.**—More exhaustive treatise of seventh chord, their inversions and resolutions; the augmented and diminished triads; formation, resolution and succession of secondary chords of the seventh; cadences closing formulae, harmonization of melodies and figured bass; ear training.

5. Advanced Harmony.

5a. **First Term.**—Construction, resolutions and inversions of the chord of the ninth; diminished seventh; augmented sixth; altered and foreign chords; extraneous modulation; application of material in exercises; harmonic analysis; variety of structure; introduction and resolution of the suspension in all voices; anticipation, retardations; harmonization of chorals; more developed modulation; original work; analysis; unessential notes; sustained tones; organ point; essential and

unessential dissonances; harmonic and melodic analysis; homophonic forms. The works of the great composers will be studied with a view of tracing the material presented. Text: Jadassohn, Elementary Principles of Harmony.

5b. Second Term—Strict counterpoint, after harmony. Designed to cultivate and stimulate musical ideas, develop melodic facility in writing and to illustrate the growth of musical composition. The five species of simple counterpoint will be studied, based upon the works of Cherubini. Bridges and York.

Text: Bridges and York Counterpoint.

6. History of Music.

Some knowledge of the origin and development of Music as an art is practically indispensable to one wishing to gain true musical understanding and appreciation. The subject is studied with the idea of ascertaining events and their effect on the development of Music, rather than merely a study of names and dates. The work is divided into three terms.

Text: History of Music, W. S. Pratt.

6a. First Term—Music of the ancient world, among the Egyptians, Hebrews and Greeks; music of the Eastern races, the causes of a transformation; the minstrels of the North; the Troubadors influence of the Christian church; old French; Gallo-Belgic and the Netherlands schools; Polyphonic school of Italy; musical notation and instruments.

6b. Second Term—Music at the beginning of the seventeenth century; early Italian, French and German opera; dramatic song and oratorio; instrumental music; eighteenth century masters and the opera; virtuosi of the time.

6c. Third Term.—Nineteenth century; the romantic epoch and its makers; German, Italian and French opera and composers; virtuosity of the century; later composers and performers of the present time.

7. Instrumentation.

The nature, characteristics and treatment of the various instruments of the orchestra. The strong quartette. Orchestral accompaniment. The overture symphony. The cantata.

8a. Musical Form.

Examination analysis and construction of all the principle fundamental forms. All forms will be illustrated.

Singing.

Correct breathing, correst position in singing and chest development is the foundation of voice building.

The method used is the correct placing of the voice so the pupil can produce with ease and firmness and an even quality, all tones. Quality, clearness and beauty of tone are the chief ends taught in our vocal study. With the pure tone, the tenderest as well as the most heroic sentiment can be expressed.

Text—Behnke and Pearce, Sieber, Concone, Lamperti, Garcia, Shakespeare and Marchesi.

Piano.

Technical exercises (Rieman and Later Phillipp) throughout all courses.

Czerny—Germer, Studies 1. Duvernoy, School of Mechanism, op. 120 Koehler, op. 50, Heller, ou. 47 and 45. Kullak's *Kinderleben*. Sonatinas by Clementi and Kuhlman.

Czerny, School of Velocity; Sonatas by Haydn and Mozart, Mendelssohn's Songs Without Words, Schubert, Impromptus, and other appropriate selections from classic and modern compositions.

Cramer Studies continued. Clementi Selections from Gradus and Parnassum Jensen, op. 32. Bach three-part Inventions and English Studies. Sonatas by Beethoven, Concertos by Mozart, Hemmel, etc.

Selections from classic and modern compositions.

Violin.

David Violin School, Boob 1 Hohmann Book 1. Scales and Chords. Kayser Studies, Book 1, Sitt Book 1.

Kayser Book 11. Citta Book 11, Meyer Third Position Method Pieces, by Dacla. DeBeriot and Pleyel.

Two Oct. Scales and Chords, Kayser Book 111. Dont op. 37, Dacla op. 89, Mazas op. 36, Schradieck, Davids Book 11.

Scales and Chords three octaves. Higher positions. Krentzer, Sevcik Part 11. Scales in Thirds and Sixths, three octaves. Original pieces and transcriptions for violin and piano.

Scales and chord passages in octaves and tenths. Krentzer continued. Double stop scales in sixths. Solo pieces by Seitz, Alard, Sengelee, De Beriot and Doucla.

Three Octaves Scales and Arpeggios in Thirds and Octaves, scale passages in Thirds, Octaves and Tenths. Kreutzer completed. Fiorillo Selections from Concertos by Seitz Accolay, Rode and De Beriot.

PHYSICAL EDUCATION.

DR. ALLEN, MISS BAUSHKE.

The aims of this department are to enable the students of the school "to live at their best," to aid them in the formation of habits of hygienic living, and to qualify them with the necessary knowledge of how to make the schoolroom a place of normal and symmetrical growth, rather than a means of breeding disease and destroying vitality. It is urgent that every teacher should have a keen and intelligent appreciation of the means necessary to preserve the health and foster the growth of those entrusted by the State to his care.

MEN'S DEPARTMENT.

A physical examination, if desired, is given each student before entering any term or enrolling in any class. The measurements taken and tests given have each a definite purpose indicative of the muscular condition of the individual. A diagnosis is also made of the vital organs to ascertain the functional condition of those organs, and a complete inspection of the whole body is made to detect any weakness or deformity that may exist. Based upon the information thus obtained, advice is given and suitable exercise prescribed. Each student may secure a copy of his measurements and an anthropometric chart showing in a graphic form his development as compared with that of the average or typical man.

GYMNASTICS.

During the winter term the work is in indoors, and consists of light and heavy gymnastics, which are selected with a view to progression and suitability to pupils of grammar and high school grades.

Outline of courses for men:

Tactics.

A modified form of the military and of the German system in used for convenience in handling classes and for disciplinary value.

Free Cailsthenics.

Exercises are selected for their different effects upon the bodily organism and are arranged in order of increasing difficulty. They involve hygienic or body-building work, educative movements and corrective or remedial exercises. Both the Swedish and German systems are used.

Light Apparatus.

Such as Indian clubs, dumb bells, wands, bar bells, etc.

Heavy Apparatus.

Graded exercises are given on parrallel bars, vaulting bars, bounce board and mat, side and long horses, high and low horizontal bars, traveling and flying rings, etc.

Indoor Athletics.

Instruction will be given in all indoor track events preparatory for indoor track meets. Preliminary practice is begun for outdoor work.

Games.

Including basket ball, indoor baseball, bowling, also other games of more recreative nature.

ATHLETICS.

In the fall and spring terms the courses in the gymnasium are supplemented by instruction in outdoor athletics. Individuals are assigned to the kind of work best suited for them. Attendance is compulsory and the regular credit for Physical Training is given.

In the fall the following sports are offered:

Football, track and field events, lawn tennis, and outdoor basket ball.

In the spring are offered:

Baseball, track and field work, lawn tennis, etc.

Cross country running is encouraged throughout the year. Natural exercise in the open air takes precedence of all other forms of exercise.

Three days per week will be regarded as full time for physical work. Regulation uniforms to all "Varsity" first teams in football, basket ball and base ball. All members of these various teams, except football, must furnish their own shoes.

Days unfit for outdoor work will be given to discussion of rules and conferences on the organization and management of sport.

WOMEN'S DEPARTMENT

Systematic work will be given for the physical development of students during the course, and to prepare them for teaching physical training to their pupils.

The main objects of the training for women are the acquiring and maintaining of good health, and the producing of a good physical foundation for mental activity. The work is adapted to the development of girls,

and such exercises as are promotive of health, grace and self-control are sought for rather than heavy gymnastics.

Students are required to have a physical examination which is sufficiently thorough to give a definite knowledge of weaknesses, defects or special needs; and based upon such examinations are the exercises prescribed during that part of the course intended to improve the physical condition and to prepare for the heavier work.

1. Calisthenics.

Military marching, figure marching, fancy steps, bounding balls, aesthetic movements, relaxing exercises and grace hoops.

2. Gymnastics.

Short wands, long wands, bar bells, Indian clubs, dumbbells, free exercises, hand rings, flying rings and chest weights.

3. Swedish Gymnastics.

Free movements, bar-bells, vertical and horizontal ladders, balance beams and school desk exercises.

4. Games.

Basket ball, lawn tennis, hand ball, three deep, center ball,, double tag,, dodge ball, medicine ball, and volley ball. An effort is made to familiarize the student with a varied list of games and plays suitable for indoor and outdoor use, both for their own development on the play side and for use in teaching.

5. Athletics.

Lawn tennis and field hockey are introduced during the fall and spring terms. Basket ball, baseball, volley ball, indoor and out, are introduced during the fall, winter and spring terms, and are especially desirable for

those who expect to be high school teachers. Field meets are held each spring for girls interested in track work.

6. Theory for Primaries.

This work is given through lectures and discussions. The chief aims are to give the students an intelligent knowledge of the physical needs of school children, the object of physical work for them, and the method of accomplishing it.

Topics considered are as follows:

A. Formal Gymnastics—(a) Tactics, purpose in the day's lesson, theory of different evolutions, methods of teaching. (b) Free work (educational, hygienic, corrective). Educational free work, the ways and means of educating the body to obey the commands of the will.

Hygienic work, the effects of exercise on circulation respiration and digestion.

Corrective work, the necessity of, for the common deformities found among school children.

B. Informal Bymnastics, or Play—Under this head is considered the means of teaching Gymnastics in first and second grades, at least, in an informal way, through games.

7. Practice Teaching.

In order that all students may become proficient and at ease in presenting this work, each will be required to take the class from time to time in tactics, free work and games.

8. Credit in Physical Training.

All students are required to take Physical Training three hours a week during half as many terms as they

are enrolled and in attendance, provided that not more than two-thirds of a unit be demanded for graduation. This work must be begun not later than the second term of residence. Candidates for the Regents' Certificate and the Rural School Certificate must present not less than one term of work in Physical Training, and candidates for the Diploma not less than three terms.

Three terms Physical Training give credit for one term of the technical subjects required in the Elementary Normal Course, or one-sixth unit technical elective in the Advanced Normal Course. After the requirement in Physical Training are met, work in the department is elective as in any other technical department.

GYMNASIUM UNIFORMS.

Regulation uniforms are required of all classes in Physical Training. Students are advised not to procure these uniforms until after their arrival at the school.

Regulation uniforms for girls must be a black suit. For the young men the regular white running suit.

In the foregoing pages the endeavor has been made to give as clear a statement as possible concerning the work of the Normal School. In case some essential information has been omitted, or if further information of any sort is desired, address

W. J. HAWKINS, President,
Warrensburg, Mo.

STUDENTS ENROLLED IN SUMMER TERM 1912.

Abbott, Olive	Miller
Abell, Edna	Morgan
Adams, Hermina F.	Linn
Adams, Edith F.	Johnson
Addleman, Edith	Bates
Albin, Harry H.	Johnson
Alder, Clarence E.	Ray
Alexander, Georgia L.	Henry
Allen, Mary Lovena	Bates
Allison, Emery W.	Maries
Allison, Verna Mae	Ray
Alton, Beryl	Johnson
Amick, Frances	Cooper
Anderson, Hattie M.	Carroll
Anderson, Melissa B.	Henry
Anderson, Pauline	Henry
Andes, Leeta F.	Bates
Andes, Wilmer	Johnson
Arendall, Ada	Maries
Arnold, Agnes	Henry
Asbury, Margaret	Johnson
Asel, Elsie Elizabeth Agnes	Cole
Atchinson, Mildred	Johnson
Atkeson, Lora W.	Moniteau
Bachtel, Lona	Chariton
Bagnell, Edna	Gentry
Baker, Alexander Thaddeus	Stone
Baker, Naomi A.	Cooper
Ball, Lillian C.	Taney
Ballfinch, Anna Loy	Bates
Baltzell, Ethyl E.	Pettis
Barkley, Cora May	Johnson
Barlow, Adah Virginia	Johnson
Barlow, Berthene Olive	Cole
Barnes, Edverda	Cooper
Barnes, Victor E.	Johnson
Barnett, Mattie Lee	Johnson
Bastian, Wm. D.	LaFayette
Bates, Barrett F.	LaFayette
Bear, Lillian	Johnson
Beck, Lula Mae	Cass
Bedford, Caroline	Jackson
Beery, Jessie L.	Dade
Bel, Geneva	Pike
Bell, Jessie	LaFayette
Benefiel, Lora L.	Jackson
Benton, Walter	Johnson

Best, Blauche Dell	Clay
Bewley, Jeanette Allen	Vernon
Bewley, Mayme E.	Vernon
Bibb, Allie	Benton
Biddle, Estelle	Johnson
Biggerstaff, Archie	Bates
Bigler, Yula	Bates
Bivens, Flora	Johnson
Black, Barbara	Jackson
Black, Edith	Bates
Blackmon, Mary Elizabeth	Bates
Blakemore, Marie	Henry
Block, Betty	Jackson
Board, Charles N.	Bates
Board, Elvin Ernest	Bates
Boley, Lena Rivers	Jackson
Boone, Delia	Johnson
Born, Pauline	Moniteau
Borne, Francie	Morgan
Borne, Herbert	Morgan
Borne, Reno
Boschert, Helen Barbara	St. Charles
Boston, R. H.	Johnson
Bouldin, Aline E.	Pettis
Bower, Wm. Franklin	Moniteau
Bowers, Mildred	Jasper
Bowlin, Lou B.	Cass
Bowlin, Zania May	Cass
Bowman, Katie	Cooper
Bradley, Lena Bertha	Henry
Bradley, Oral	Henry
Brady, Charles H.	Benton
Brady, Marie Agnes	Jackson
Brady, Nettie	Johnson
Bramel, Della	Johnson
Brandt, Luella Agnes	Pettis
Brosnahan, Paul	Johnson
Brosnahan, Rose E.	Johnon
Branson, Sallie	Maries
Briscoe, Alonzo O.	Bates
Briscoe, Elva	Johnson
Brodwater, Alice M.	Cass
Brockman, Vola Mae	Barton
Brodrick, Alma	Clay
Brodrick, George DeWitt	Clay
Broker, Clara	Cass
Brooks, Inez	Oregon
Brown, Audra S.	Phelps
Brown, Barker	Johnson

Brown, Bessie Lee	Jackson
Brown, Bettie	Buchanan
Brown, B. J.	Vernon
Brown, Daisy	Davies
Brown, Georgia	(Kansas)
Brown, Laura E.	Johnson
Brown, Loetta Irene	Randolph
Brown, Lucy Dee	Johnson
Brown, Ruth Hannah	Pettis
Brown, T. J.	Moniteau
Bruce, Grover Cleveland	Johnson
Brueggemann, Mrs. H. W.	Pettis
Brueggemann, H. W.	Pettis
Buterbaugh, Ruth	Jasper
Buchanan, Floyd	Johnson
Buckles, P. G.	Bates
Bullock, Cordia	Clay
Bunch, Mary	Miller
Bradford, Edyth	(Okla.)
Bryan, Glen	Ray
Bryson, George Washington	Johnson
Burgert, Cleta A.	Johnson
Burgi, Luette	Moniteau
Burke, Belle	Moniteau
Burke, Bessie	Cooper
Burke, Emmett R.	Pettis
Burnett, E. Nadine	Johnson
Burnett, Wilsie	Clay
Burns, Anna Verona	Johnson
Burns, Imogene	Jasper
Burns, Mary C.	Johnson
Burruss, Lucy	Carroll
Burruss, Marie	Cass
Burruss, Marion	Saline
Bush, Alva E.	Johnson
Bush, Minnie A.	Johnson
Butts, Mabel	(Okla.)
Butts, Mary A.	Platte
Butts, Nannie	Platte
Butts, Olie	Platte
Calbert, Bess	Benton
Collins, Gertrude	; Pettis
Campell, Grace	Saline
Corron, Chas. Thomas.....	(Kentucky)
Cannon, Printha Irene.....	Lincoln
Carey, Juanita	Clay
Cary, Mary Lee	Clay
Cargyle, Bessie Mary	Johnson
Carleton, Perry A.	Johnson

Carleton, Truma F.	Johnson
Carpenter, Edgar M.	Moniteau
Carpenter, Lura	Johnson
Carpenter, Mary	Johnson
Carter, Virginia M.	Marion
Casebolt, S. Myrtle	Carroll
Cassell, May Josephine	Jackson
Castle, Margaret	Pettis
Cecil, Alda E.	Johnson
Chamberlin, Wm. Clark	Bates
Chambers, Margaret	Cole
Chancellor, Josie	Howard
Catlin, Mary Ruby	Johnson
Cecil, Gretell E.	Johnson
Chatburn, Mary	Jackson
Chatham, Stella May	Pettis
Chesley, Lottie	St. Charles
Chester, Paul	Johnson
Chevalier, Mary	Jackson
Christie, Minnie A.	Bates
Church Catherine	Jackson
Clark, Constance E.	Henry
Clark, Elva	Jackson
Clarke, Emma L.	Andrew
Claus, Henry N.	Gasconade
Clayton, Ethelyn	Howard
Clemens, Anna B.	Carroll
Cleveland, Ethel	Callaway
Clifford, Catherine	Johnson
Clifton, Anne, S.	Morgan
Clifton, Grace Darling	Morgan
Cline, Maude Almira	Jackson
Clinton, Mrs. L. M.	Johnson
Clinton, Laura Zelma	Johnson
Clinton, Mary Ozeta	Johnson
Cochran, Iva	Johnson
Coffey, Mary D.	Johnson
Coffman, Ida	Clay
Clouser, Lucy W.	Clinton
Cole, Cleora C.	Johnson
Cole, Emma Celeste	Cooper
Cole, Lena R.	Johnson
Coleman, Mary Lucile	St. Louis
Catlin, James Hubert	Johnson
Colby, Frank	(Oklahoma)
Colvin, Grace	(Kansas)
Coleman, Irene C.	Johnson
Connely, Besse	Johnson
Conoyer, Laura	St. Charles

Collins, Amy	Clinton
Conn, Curtis G.	Cass
Cook, L. M.	Dates
Cook, Lucile	Johnson
Cooney, Bernardine	(Colorado)
Coonrod, Hubert Floyd	Henry
Cooper, Orpha	Gasconade
Cooper, Oscar	Phelps
Cooper, Pauline Belle	Jackson
Coupland, Gracia	Johnson
Cordrey, Leona	Osage
Corder, E. Edna	LaFayette
Cordrey, Naltia Naomi	Osage
Coslett, Lora H.	Atchison
Coppage, C. C.	Johnson
Coppage, C. G.	Henry
Cowan, John F.	Johnson
Cowan, Martha	Johnson
Cox, Bertha Della	Cass
Coyle, Nellie May	Johnson
Coyle, Pearl	Johnson
Coyle, susie	Johnson
Craig, Anna May	Johnson
Craig, Virginia	Jackson
Craighead, Clara May	Callaway
Craighead, Edith	Callaway
Cramer, Roscoe V.	Osage
Cramer, W. Floyd	Morgan
Crenshaw, Nell Eileen	Jasper
Crenshaw, Vilia May	Lincoln
Crissman, Maude Emma	Johnson
Crockett, Florence G.	Saline
Cropp, James Ernest	Howard
Cropp, Mrs. James Ernest	Howard
Crosswhite, Chas. C.	Bates
Crouch, James Paul	LaFayette
Crum, Agnes E.	Maries
Crum, C. L.	Maries
Crum, Joseph	Maries
Crutchfield, Corinne	Johnson
Culley, Ann	Johnson
Culp, D. V.	Gentry
Culp, Elizabeth	Johnson
Culp, Maggie	Oregon
Culver, Mamie	St. Clair
Cunningham, Roy Lee	Johnson
Current, Elizabeth Thomas	Johnson
Curtis, Julia	Benton
Dalton, Mina	Johnson

Dalton, Ruth	Johnson
Darby, Lena	Carroll
Darsham, Adele	Jasper
Darsham, Edna	Jasper
Davenport, Geo. E.	Johnson
Davenport, John L.	Johnson
Davis, Arta F.	Jaskson
Davis, Everett	Johnson
Davis, Frank L.	Bates
Davis, Mary R.	Bates
Davison, Freda	Saline
Davison, Frances	Lafayette
Day, Bessie Beullah	Jackson
Dean, Hubert R.	Lafayette
Dean, Jewell	Lafayette
Deatherage, Magdalene	Howard
DeAtley, Myrtle	Johnson
DeHart, Bessie	Johnson
DeHart, Erna	DeKalb
DeHart, Lela	Johnson
DeHaven, Ruby	Pettis
Denneny, Katie	Howard
Desch, Eleanore	Pike
Descombes, Virginia	Johnson
Dickson, Harriet	Johnson
Dickson, Josiah T.	Johnson
Diefendorf, Jno. Wm.	Cooper
Donnelly, Mayme	Johnson
Donnohue, Affie	St. Clair
Donohew, Nettie Hall	Jackson
Dorsey, Lenore	Saline
Doty, Mary Ethel	Carroll
Douglas, Hazel	Clay
Dove, B.	Cedar
Dove, M. Grace	Cedar
Dove, Mrs. E. Augusta	(Arkansas)
Dowd, Nelle E.	Cole
Dowing, Eula	Johnson
Draffen, Lynne Lee	Pettis
Duncan, Finis	Pettis
Dunn, Annie	Henry
Dunning, Nellie E.	Henry
Durham, C. M.	Buchanan
Eagan, Beulah	Lafayette
Earle, Geo. W.	Barry
Eastham, Mary Catherine	Johnson
Eberts, Berwin Evalyn	Johnson
Ecton, Grace	Cass
Edmondson, Bettie	Jackson

Edmonson, Vera V.	Johnon
Elliott, Ina C.	Vernon
Elliott, Allie F.	Howell
Elliott, Arthur E.	Johnson
Elliott, D. C.	Jackson
Elliott, J. H.	Moniteau
Elliott, John I.	Johnson
Elliott, Powell	Morgan
Elliott, Tina	Howell
Emmons, Edith Allison	Carroll
England, Myrtle	Benton
English, W. W.	Johnson
Erisman, Ethel	Benton
Eubank, Anna	Cooper
Evans, Mary B.	Johnson
Everhart, Nancy	Callaway
Everhart, Sallie	Callaway
Ewing, Harry R.	Carroll
Fahnestock, Lulu B.	Henry
Falke, Clara	Carroll
Farmer, Martha C.	Cass
Farrell, Inez Ione	Bates
Farrell, Mayme	Jackson
Faulkenberry, Bessie	Jackson
Faulkner, Eva. M.	Johnson
Faulkner, Everett	Johnson
Faulkner, Lucile	Johnson
Feaster, Myloh W.	Benton
Ferguson, Bessie	Lafayette
Ferguson, Nana	Johnson
Ferril, Oscar	Clay
Fickas, Gertrude	Johnson
Fickas, Pearle	Johnson
Fieker, Frederic C.	St. Clair
Fields, Maud	Linn
Field, Rhoda	Jackson
Findlay, Alma	Osage
Finley, Lloyd G.	Cedar
Fishback, Hallie	Johnson
Fisher, Eva L.	Pettis
Fisher, Hazel	Carroll
Fisher, Lois R.	Jackson
Fitch, Marion	Johnson
Fleming, Amelia	Pettis
Ford, Anna	Jacksoon
Ford, Eda Louise	Johnson
Fortney, Kathryn	Johnson
Foster, Cartie	Henry
Foster, Lee	Johnson

Foster, Lena B.	Cass
Foster, Mildred May	Johnson
Foust, Grace Marie	Cass
Fowler, Cora	Cedar
Fraher, Hester Regina	Jackson
Frank, Katie	Bates
Franklin, May	Johnson
Frazee, Mrs. Effie	Cass
Frazee, Elizabeth J.	Cass
Frazee, Sallie	Bates
Frazier, Lola E.	Lafayette
Frazier, Mildred	Clinton
Frazier, S. T.	Jackson
Fredericks, Arnold	Morgan
Fulcher, Gertrude	(Kansas)
Fulkerson, Albert Logan	Pettis
Fulks, Mabel A.	Moniteau
Galle, Anna	Ray
Gallaway, Grace	Bates
Gamble, Elsie	Moniteau
Gammill, Lena	Caldwell
Garbe, Carrye	Buchanan
Garland, Gladys	Cooper
Garrett, Olive	Ray
Gastineau, Charles	(Kansas)
Gaubert, Vada	Johnson
Gherring, Pheta	Davies
Gibler, Jessie Pearl	Johnson
Gibson, Eletha E.	St. Louis
Gilbert, John S.	Johnson
Gilbert, Mary Jane	Johnson
Gilbert, Ruth	Johnson
Gill, Flora V.	Callaway
Gill, Sarah M.	Clay
Gillespie, Iva W.	LaFayette
Gillian, Lev Ellen Clark	Pettis
Gilliland, H. H.	LaFayette
Gilliland, Emma Dim	Johnson
Given, Carrie Nataplie	Gasconade
Goatcher, Carrye Mae	Howell
Godbey, Anna	Moniteau
Godbey, Hattie	Moniteau
Goellner, Lillian	St. Charles
Good, Ida	Jackson
Goode, Vivian Ray	Franklin
Goodin, Allie	Henry
Goodman, Amy	Maries
Goodwin, Elizabeth	Johnson
Goodwin, Nellie Ethel	Gentry

Gorrell, Alphonse	St. Clair
Grace, Tirza	Jasper
Graff, Bettie	Johnson
Graham, Jas. W.	Maries
Gray, James	Miller
Green, Gladys A.....	St. Charles
Greer, Grace	Lafayette
Gregg, Mary Ellen	Cooper
Griffith, Irene C.	Cass
Groves, V. Lytle	Johnson
Gundrum, Vera H.	Cass
Gungoll, Esther	Cole
Gunn, Daisy Lee	Jackson
Gunter, Janey Genevra	Miller
Hacker, Fred A.	(Illinois)
Hackley, Nora	Johnson
Hader, Harry D.	Johnson
Hagerty, Genevieve B.	Lafayette
Hagerty, Margaret	Lafayette
Hagerty, Marie	Lafayette
Hailey, John R.	Douglas
Hailey, Wm. H.	Douglas
Hainline, Beulah G.	Cedar
Hale, Mary E'	Carroll
Hall, Alta Lois	Grundy
Hall, Kate	Achison
Hall, Mildred	Howard
Ham, Bernice	Lafayette
Hamilton, Flay	Callaway
Hamilton, Iva	Clay
Hamilton, Mrs. Katherine	Jackson
Hamilton, Mabel	Johnson
Hamlin, Clara	Morgan
Hammond, Ella	Platte
Hannum, Beulah	Benton
Handy, Pauline	Johnson
Hannum, Anna V.	Johnson
Hannum, Nellie	Johnson
Hardgrove, Mabel	Oregon
Harding, Clifford	Johnson
Hardy, Ellen Anna	Johnson
Harned, Clara Virginia	Cooper
Harnish, Cora	(Kansas)
Harper, Emma	Ray
Harrington, Vivian	Clinton
Harrison, Edna M.	Saline
Harrison, Jessie	Maries
Harrison, Mabel	Saline
Hart, Hazel	Nodaway

Hartley, Hettie M.	Andrew
Hatfield, Maude	Ray
Hawkins, Ruth	Johnson
Hawks, Thurston	Morgan
Hayden, Francis	St. Charles
Hayden, Myrtle	Johnson
Hayden, Ona M.	Hickory
Haymaker, Juana Weleda	Johnson
Haymaker, Catherine Lois	Johnson
Headington, Grace	Cass
Heath, Hazel Geneva	St. Louis
Heck, Hannah	St. Francois
Heckman, Monica Juanita	Gasconade
Hedges, Bessie	Pike
Hedrick, Valera	Linn
Heibner, Emma	Benton
Heldman, Stella	Cole
Henderson, Lizzie	Bates
Henderson, Roxie H.	Clinton
Hendrix, Ethel	Ray
Hendrix, Jewell	Henry
Henzlick, Frank E.	St. Clair
Herndon, Lena	Caldwell
Herrell, Frank	Cass
Hershberger, Erdie	Johnson
Hetherington, Ella G.	St. Louis
Hickman, Anna Belle	Caldwell
Hildebrand, Myrta	Holt
Hill, Lonnie Boyd	Johnson
Hille, Mary	Jasper
Hinkle, Mae	Henry
Hobart, Pearl	Jackson
Hobsson, Myrtle A.	Clinton
Hockaday, Martha Alice	Cass
Hocker, Hallie B.	(Kansas)
Hodge, Grace E.	Moniteau
Hoemann, Adolph W.	Franklin
Hoemann, Edwin F.	Franklin
Hogan, Mary	Johnson
Hoke, Mayme	Jackson
Hollar, E. Cleveland	Carroll
Hollenback, Eula	Pettis
Holloway, D. H.	Grundy
Holloway, Evelyn	Johnson
Holloway, Garrett	Johnson
Holstin, W. A.	Johnson
Holt, Ruby V.	Vernon
Holwell, Minnie N.	Bates
Holwell, R. V.	Bates

Holwell, Sallie M.	Bates
Holwell, Sallie M.	Bates
Hoover, Edith	Bates
Hoover, John H.	Ray
Houf, Helena H.	Calloway
Hornbuckle, Louise	Johnson
Howald, Edna Lena	Franklin
Howald, Grace	Franklin
Howe, Erdice Mae	Saline
Hudson, Audrey Alma	Johnson
Hudson, Lela	JJohnson
Hull, Stattie	Johnson
Humphrey, Bessie	Bates
Hunt, Esther	(Canada)
Hunter, Edna Lucille Houx	Johnson
Hunter, Ivanella	Holt
Hunter, Ruth	Holt
Hurst, Pearl	Ray
Husted, Iva A.	Lafayette
Hutchens, Jewell A.	Johnson
Hutchings, Hilda	Jackson
Ingels, Leona T.	St. Clair
Ingram, Maude	Johnson
Isenhouer, Bessie	Andrew
Ives, Jessie	Johnson
Ives, Margaret	Johnson
Jackson, Flossie May	Lafayette
Jackson, Leah	Pettis
Jackson,, Rena E.	Lafayette
Jacobs, Laura Elizabeth	Cole
Jacobs, Mamie	Boone
James, Eula	Daviess
Jaqua, Clara	Johnson
James, Guy E.	Maries
James, Hattie	Johnson
Jeans, J. H.	Montgomery
Jencke, Mary J.	Osage
Jenkins, Gladys Marion	Ray
Jenkins, Iris Lee	Henry
Jennings, Clarence O.	Jackson
Jensen, Marie	Bates
Johnson, Edwina	Jackson
Johnson, Eula Pearl	Johnson
Johnson, Icie Florence	Johnson
Johnson, Margaret Fern	Henry
Johnson, Irene	Johnson
Johnson, Marie A.	Linn
Johnson, Oro Del l.....	Maries

Johnson, Pansy	Maries
Johnson, William E.	Johnson
Johnston, Alma	Johnson
Johnston, Carrie	Johnson
Jones, Edna	Saline
Jones, John Spillman	Johnson
Jones, Mrs. Julia Utt	Johnson
Jones, Margaret	Caldwell
Jones, Ruby R.	Pettis
Justus, Pearle M.	Clay
Kabrick, Jo.	Lafayette
Kanke, Ella	Carroll
Kapell, Gusta	Osage
Keele, Lewis William	Bates
Keithly, Nell M.	St. Charles
Keller, Florence	Lafayette
Kemmerer, Rose	Platte
Kemp, Sallie B.	Cedar
Kenagy, R. Harold	Johnson
Kennard, Maud Alice	Caldwell
Kenner, Lucy	St. Francois
Kensinger, Eva Cliffe	Henry
Kerley, T. W.	Jackson
Kern, Mary E.	Cass
Ketterman, Alice Pearle	Jackson
Ketron, Mrs. Maude May	Jasper
Kidwell, Anna Lee	Morgan
Kincaid, Mae	Clinton
Kiepe, Louise	St. Francois
Kincheloe, Bessie	Lafayette
King, Robert	Johnson
Kinyon, Grover	Henry
Kirby, Gilbert	Benton
Kleinschmidt, Edith	Lafayette
Knight, Katherine	Johnson
Knobel, Bertha	Nowaday
Kropf, Wm. A.	Cass
Kubachak, Rose	Callaway
Kubachak, Lucy	Callaway
Kuster, Jessie A.	Jackson
Lachlin, Vera M.	Henry
Lake, Mamie	Johnson
Laidlaw, Richard E.	Johnson
Lange, Wm. L.	Lafayette
Lancaster, Georgia	Clay
Landsiedel, Nora Elizabeth	Johnson
Larkin, Bertha Sue	Lafayette
LaRue, Gladys	(Oklahoma)

Laun, Gleaves	Johnson
Lawrence, Margaret	Carroll
Leach, Geo. E.	Cooper
Lefever, Eva	Morgan
Lehane, Julia	Lafayette
Lemaster, Lottie	Gentry
Leslie, Nellie	Stt. Clair
Lewis, Dan, Jr.	Johnson
Lewis, Edwin	Johnson
Lewis, Mary	St. Clair
Leyshon, Edward	Benton
Liggett, Emma	Bates
Liggett, Homer J.	Cass
Liggett, John Franklin	Cass
Lightcap, Besse D.	St. Clair
Lightcap, Rhey Gladys	Cass
Linder, Helen Virginia	Platte
Lindsey, Mary E.	Livingston
Lingo, Lenna E.	Linn
Linthicum, Sicily	Vernon
Long, Effie,	Johnson
Long, Francis Ladey	Cedar
Long, Hiram Levi	Cedar
Long, Inez L.	Johnson
Long, Roy H.	Montgomery
Lopp, Minnie B.	Cole
Lotspeich, Ida	Bates
Lowrey, Arethusa	Johnson
Lowery, E. E.	Johnson
Lowrey, Florence Ruth	Johnson
Lowry, Katherine	Jackson
Lowry, Nell M.	St. Charles
Lowry, Okie E.	Mercer
Lugen, Christine	Pettis
Lukens, Edith	Jackson
Lukens, Edna	Holt
Lyles, Virgie M.	Morgan
McBeath, Edna	Clinton
McBurney, Ethel	Bates
McCalmon, Chas. A.	Henry
McCall, Mary E.	Montgomery
McCampbell, Ross	Gentry
McCann, Laura Eloise	Johnson
McClain, Rose	Henry
McClelland, Agnes	Dent
McClure,, Cora E.	Pettis
McClure,, Lucy	Vernon
McClymond, Lenora	Moniteau

McClymond, Mildred	Moniteau
McCollum, Eva Lawrence	Jasper
McCook, Bertha Irene	Bates
McCord, Lois Norton	Pettis
McCormick, Anna L.	Saline
McCormick, Etna	Ray
McCoy, Georgia	St. Charles
McCoy, Irene	Christian
McCoy, Mabel	Howell
McCullah, Bessie Lee	Jackson
McCullah, Minnie	Jackson
McCullough, Nannie	Callaway
McCutchen, Dedie	Johnson
McCutchen Helen	Johnson
McElwain, Maude	Dekalb
McGee, Ben J.	Clay
McGee, Beulah Frances	Johnson
McGee, Cora M.	Cass
McGrath, Etta	Johnson
McGrew, Florence K.	Carroll
McHenry, Vera	Bates
McHenry, Wendell	Bates
McIlvain, Annabel	Clay
McKean, Nellie M.	Cass
McKinnon, Rhae	Barton
McKinney, John	Ray
McKinney, Nellie	Cole
McKinsey, James Oscar	Audrain
McMahon, Alta	Jackson
McMahan, Geo.	Johnson
McMahan, Julia	Johnson
McNair, Jessie C.	Pettis
McNeel, E. Lee	Lafayette
McPherson, Ora	Jackson
McQuerry, Pansy	Johnson
McWilliams, Beatrice	Jackson
Magee, Robt. Marion, Jr.	Johnson
Mager, Clara M.	Bates
Magruder, Gretchen	Lincoln
Magruder, Minola May	Shelby
Magers, Jessie	Jasper
Majors, C. L.	St. Clair
Mansfield, Bess Roberta	Johnson
Marmon, Ethel	Bates
Marquis, Alice	Clinton
Marquis, Mary L.	Lafayette
Marriott, O. R.	Morgan
Marshall, Bernice Elizabeth	Johnson

Marshall, Evelyn	Buchanan
Martenson, Edna	Morgan
Martin, Anna Bell	Jackson
Martin, Edith	Johnson
Martin, Mary Lillian	Johnson
Martin, Maud	Bates
Masterson, Martha	Cass
Mattingly, Mary	Bates
Maxwell, Elizabeth	Buchanan
Maxwell, Hazel	Johnson
Mayfield, Wallace Irving	Johnson
Mayse, Hallie M.	Davies
Means, Mary Alice	(Okla)
Meeder, Emily S.	Buchanan
Megede, Eleanor	Ray
Meinershagen, Elizabeth	Saline
Merideth, J. G.	Boone
Merrill, Gussie	Vernon
Metts, Ethel	Johnson
Meyer, Laura V.	Moniteau
Meyer, Myrtle	Pettis
Meyer, Nelle	Pettis
Miles, Ethel	Jackson
Miller, Adelle	Cass
Miller, H. O.	Henry
Miller, James C.	Miller
Miller, Jessie M.	Bates
Miller, Lola	Cooper
Miller, Matie	Johnson
Miller, Mayme Lorene	Moniteau
Miller, Winna D.	Saline
Milligan, Mary	Harrison
Millikan, Chloe Ethel	Vernon
Milner, Carrie	Henry
Mitchell, Clarence Elbert	Lafayette
Mitchell, Guynette	Macon
Mitchener, Ira	Benton
Mitzel, Audrey B.	Pettis
Moffatt, Nellie	Vernon
Mohler, Flora	Johnson
Mohler, Maurice D.	Johnson
Moles, Fannie	Johnson
Moles, Ruth C.	Johnson
Montgomery, Mattie	Pettis
Moore, Fannie	Cooper
Moore, Grace Elizabeth	Johnson
Moore, Mary	Cooper
Moore, Mary Olive May	Lafayette
Moore, Nellie E.	Bates

Moore, Ruth B.	Johnson
Moore, Suzanne	(New Mex.)
Moreland, A. C.	Bates
Moreland, Fanny M.	Bates
Moreland, Grace	Bates
Moreland, Hulett	Bates
Moreland, Jessie	Bates
Moriarty, Ella	Johnson
Morris, Laurel	Jackson
Morrow, Herma May	Caldwell
Morton, Winna	Johnson
Mott, Albert	Cass
Muehler, Clara	Franklin
Munday, Dovia	Howard
Munkres, Klara C.	Andrew
Murl, Alice	Moniteau
Musser, Ambie	Johnson
Musser, Brycie	Johnson
Myers, Cyrus	Benton
Nash, Laura	Monitean
Nation, Dorothy	St. Clair
Neely, Mildred	Pettis
Neal, Dorsey M.	Cooper
Neerman, Alma	(Okla.)
Neff, John J.	Lafayette
Neil, Emma	Jackson
Neil, Orene	Benton
Neely, Grace I.	Johnson
Neely, Myrtle	Johnson
Neville, Lucy B.	Ray
Newkirk, Naomi Kathryn	Moniteau
Nichols, Clema	Boone
Nichols, Mary Lizzie	Johnson
Nichols, Orrilla Hazel	Henry
Nickles, Magdeline	St. Louis
Noland, Velma	Johnson
Norvell, Arthur	Johnson
Nunn, Florence	St. Clair
Nunn, Kate L.	St. Clair
O'Dell, Flora Ellen	Caldwell
O'Bryan, Addie Russell	Vernon
Oates, Courtney W.	Bates
Odneal, Mabel D.	Bates
Orr, Eunice	Morgan
Osborne, Grace	Bates
Osborn, Jessie May	Johnson
Osborne, Stella	Madison
Overby, Lena Leota	Henry
Owens, Merle	Johnson

Owings, Albert C.	Johnson
Pace, Lulu M.	Atchison
Page, Florence	Bates
Palette, Willey E.	Jackson
Palmer, Ora E.	Osage
Park, Helen	Bates
Park, Mattie	Vernon
Park, Maxwell G.	Bates
Parke, Gladys	Franklin
Parker, Agnes	Caldwell
Parker, Benamina E.	Osage
Parker, Margaret	Ray
Parker, Mattie C.	Johnson
Parks, Rowena	Linn
Parrish, Ella	Saline
Parish, Verna	Cass
Parrish, Viola	Bates
Parsons, Emmett	Cooper
Parsons, J. H.	Cooper
Parsons, Raymond	Morgan
Patten, Jessie	Henry
Patterson, Belle	Lafayette
Payne, Ida Marie	St. Clair
Pearce, Adeline	Henry
Peat, Grace	Henry
Peithman, Laura	Pettis
Pence, Ruth	St. Clair
Penny, May	Ray
Perry, Tina Jane	Lafayette
Peterman, Rubina May	Ray
Peters, Edna M.	Johnson
Peters, Frances F.	Johnson
Peters, Reaves E.	Johnson
Peters, Robert	Johnson
Peterson, Nellie May	Jasper
Petty, Maude	Roy
Petts, Maude	Benton
Pfaff, Estelle	St. Charles
Pfeiffer, E. C.	Cooper
Pfeiffer, Lawrence	Coopre
Pfost, Lester Reed	Henry
Pfost, Z. Forrest	Henry
Phillips, Carrie	Morgan
Phillips, Dixie	Morgan
Phillips, Edith Kate	Johnson
Phillips, Ethel Isabel	Cedar
Phillips, Eula A.	Johnson
Phillips, Fleece	Lafayette
Phillips, Ray H.	Bates
Phillips, Robt. H.	Cass

Pickel, Clara	Johnson
Pickel, Minnie	Johnson
Pickett, Julia Gladys	Ralls
Pickett, Harriet Lorine.....	Ralls
Pickett, Ruth	Clay
Pinder, Anna Elizabeth	Johnson
Plympton, Edna Z.	Henry
Poage, Nellie	Johnson
Pollard, Ethel	Caldwell
Pontius, Frances F.	Morgan
Pope, Jessie E.	Vernon
Porter, Florence B.	Clinton
Porter, Iva	Linn
Powell, Bessie	Saline
Powell, Mrs. Flora B.	Ray
Powell, Grace	Johnson
Powell, Susie M.	Saline
Powell, Tina	Cass
Prewett, Lola	Jackson
Price, Elma	Morgan
Pritchett, Lola	Pike
Pruessner, Lizzie	Henry
Purchase, Nellie	Pettis
Pyle, Ida May	Cedar
Putnam, Katherine	Bates
Quick, Arthur A.	Johnson
Quick, Edith	Johnson
Rages, Wesley F.	Morgan
Ragsdale, Pearl	Johnson
Rahman, Alice	Atchison
Ramer, Mary Catherine	Morgan
Ramsey, Frances Reith	Johnson
Randall, Myrtle	Butler
Rathbun, Elizabeth Fern	Daviess
Rayhill, Martha	Johnson
Reardon, Myrel	Ray
Reavis, Bertha Mae	Johnson
Reavis, Floyd	Cooper
Reavis, W. Roy	Johnson
Redford, Helen	Johnson
Reed, Flo	Johnson
Reed, Geo. H.	Pettis
Reed, Martha F.	Jackson
Reed, Nellie	Buchanan
Rees, Irene S.	Vernon
Reese, Marie Effie	St. Francis...
Reid, Ruby	(Oklahoma)
Reith, Hortense Charlotte	St. Louis

Reynolds, Grace Myrtle	Clay
Rhoades, Bessie	Carroll
Riegert, Ida M.	St. Louis
Riggs, Grace	(Kansas)
Riggs, Ina	Jasper
Ritter, Hattie	Johnson
Roach, Roxie	Johnson
Roark, Grace	Johnson
Roark, Opal	Johnson
Robb, Ruth Elma	Clay
Roberts, Alice	Johnson
Roberts, Bessie	Johnson
Roberts, Constance	Vernon
Roberts, Gertrude Amy	Johnson
Roberts, Harry S.	Holt
Roberts, Mabel Rose	Johnson
Roberts, Mary May	Miller
Roberts, Pearl	Miller
Robertson, Alice	Johnson
Robertson, Ralph M.	Johnson
Robertson, Flora B.,	Johnson
Robinson, Emma	Johnson
Robinson, Finis	Johnson
Roehl, Hermann	Osage
Rogers, Dora S.	Bates
Rogers,, Goldie	Clinton
Rogers, Homer	Hickory
Rohring, Annie	Lafayette
Roop, Geane	Johnson
Rosbrugh, Alma	St. Clair
Rosbrugh, Sabra	St. Clair
Rose, Ethel	Miller
Ross, Ansel A.	Platte
Ross, Sarah Ethel	Saline
Rouse, Bertha A.	Henry
Rowell, Madge	Johnson
Rowland, Cynthia Etta	Johnson
Rucker, Mildred Mabyll	Johnson
Rucker, Zelma Grace	Johnson
Rukes, Nellie Howlett	Henry
Russell, Elizabeth	Jackson
Ryan, Eva Eulalia	Jackson
Ryland, Hazel E.	Lafayette
Ryland, Jean	Lafayette
Salland, Margaret	St. Charles
Salmon, Edith	Boone
Sampsel, Ruth A	Johnson
Samuel, Ada L.	Johnson

Sanders, Anna	Morgan
Sanders, Nora Neal	Cass
Sands, Mattie	Benton
Sappington, Ethel Ruby	Henry
Sargent, Bessie L.....	(Illinois)
Satterfield, Nellie	Johnson
Saunders, Irys	Jackson
Schafer, Edith	Buchanan
Schaeffer, Mabel	(Oklahoma)
Schaffter, Marianne	Moniteau
Schnakenburg, August	Lafayette
Scheu, Emilie Elizabeth	St. Louis
Scott, Dale	Montgomery
Scott Ana	Montgomery
Scott, R. E. Wilmetta	Clay
Seruby, William	Johnson
Seruggs, Deane	Jackson
Seruggs, Czerna Allyn	Johnson
Seruggs, Stella	Jole
Seamands, Lyda	Johnson
Seawell, Miriam	Saline
Seckel, Ruth V.	Jackson
Sellers, Ethel M.	Harrison
Selvidge, G. B.	St. Clair
Settle, W. C.	Cass
Sexton, Mrs. J. C.	Ray
Seymour, Kate	Bates
Shaff, Amy	Macon
Shafer, MaBelle	Jackson
Shannon, Julia Elizabeth,	Clinton
Shanks, Vesta	Johnson
Shaw, Bettie	Vernon
Shelton, Eula Maud	Bates
Shepherd, Bertha Merle	DeKalb
Shillig, Mrs. Lena	Vernon
Shiple, Leonard Thurman	Sullivan
Simpson, Carrie	Henry
Shirley, Ruben J.	St. Clair
Short, A. V.	Cooper
Short, Lula C.	Bates
Short, Georgia Verne	Johnson
Shute, Blanche	Vernon
Silvers, Guy E.	Bates
Simmons, Bonnie	Clay
Simmons, Ethel M.	Clay
Simmons, Mattie Belle	Cooper
Simmons, Verna Elizabeth	Cass
Simms, Georgia	Johnson

Sims, Helen Dorothy	Johnson
Simes, Louise	Henry
Six, Roy E.	Johnson
Skinner, Blanche	Johnson
Skinner, Grace	Johnson
Skinner, Ida Lee	Pettis
Slusher, Elijah Lewis	Lafayette
Sly, Inez	Cooper
Smiley, Maggie	Johnson
Smiley, Minnie	Johnson
Smith, Dixie Lee	Ray
Smith, Dora B.	Clay
Smith, Etta Blanche	Johnson
Smith, Launa M.	Cooper
Smith, Lelia	Lafayette
Smith, Lottie A.	St. Clair
Smith, Lulu	Cedar
Smith, Martha B.	Clay
Smith, Mattie C.	Callaway
Smith, Maude	Johnson
Smith, Romeo G.	Howard
Smith, Ruth Olive	Bates
Smith, Stephen E.	Bates
Smith, W. Y.	(Arkansas)
Snider, Mary Elizabeth	Howard
Snell, Edna	Pettis
Snodgrass, C. D.	Maries
Snow, Mamie Evelyn	Clay
Sodeman, J. M.	Platte
Solomon, Sophia	Saline
Sodeman, Nannie	Platte
Spain, Georgia	Jackson
Spangle, Anna	Newton
Sparks, Lillian	Saline
Sparks, Mary Elva	Lafayette
Speck, Mattie	Saline
Spicer, Angie Clarke	Cass
Spieler, Mrs. Olive	Bates
Spooner, Margaret	(Oklahoma)
Sprinkel, Allie	Ray
Spry, Luman	Howard
Squires, N. S.	Clinton
Starke, Hazel	Cole
Stair, Bernice Edna	Caldwell
Stanton, Flora E.	Johnson
Staples, Ethelyne S. S.	Johnson
Staples, Fay Frances	Johnson
Starke, Edna	Cooper

St. Clair, Lillian	Johnson
St. Clair, Margaret Pearl	Johnson
Steele, Belle	Pettis
Steffens, Clara	Franklin
Steinman, Eva H.	Jefferson
Stemmons, Claudia T.	Howard
Stephens, Inez	Cooper
Stephens, Ora Leta	Henry
Sterrett, Sadie Adella	Johnson
Stevens, Leona M.	Vernon
Stevenson, Charlotte Grace	Atchinson
Stevenson, Clare	Moniteau
Stevens, Vera E.	(Kansas)
Stewart, Corinne	Montgomery
Stockard, Frank	Ray
Stoecklin, Martin	Gasconade
Stohr, LaVern	Johnson
Strelluf, Ida May	Johnson
Stroud, Aileen Patterson	(Oklahoma)
Strunk, Mrs. L. H.	Gasconade
Strunk, L. H.	Gasconade
Stubblefield, Hazel D.	Caldwell
Suddath, Cornelia	Johnson
Suddath, Louzetta	Johnson
Summers, Golden	Ray
Summers, Sylvia	Ray
Summer, W. A.	St. Clair
Swain, Oretta	Johnson
Swayze, Vivian	Henry
Swearengin, Leo Cordelia	Jackson
Swindler,, Norine Beatrice	Caldwell
Switzer, Edith M.	Harrison
Swovelan, Anna	Ray
Tabor, Bess M.	St. Clair
Taggart, Myrtle	Johnson
Tally, Lizzie	Henry
Tapscott, E. Vivian	Jackson
Tate, Edith Madeline	Jackson
Tate, Marjorie	Jackson
Tatum, Kate M.	Carroll
Tatum, Nannie E.	Jackson
Taul, Eliza Elizabeth	Johnson
Taul, Lulu Anne	Johnson
Taylor, Bertram L.	Benton
Taylor, Laura J.	Johnson
Taylor, Wilmetta	Bates
Taylor, W. L.	Johnson
Teener, Mary Edna	Pettis

Templeton, L. Blanche	Atchison
Terrell, Susie	Cass
Terrell, Winnie	Cass
Terrill, Alfred	Maries
Thomas, Alma	Pettis
Thomas, Cora	Johnson
Thomas, Eugenia	Jackson
Thomas, Florence Ward	Johnson
Thomas, Harry	Buchanan
Thompson, Nellie	Lafayette
Thorpe, Frances	Morgan
Thorpe, Olive Mary	Morgan
Thurman, Allen T.	Johnson
Todd, Robert D.	Morgan
Townsend, Etha	Buchanan
Tipton, Pearl	Morgan
Travis, Wm. Clinton	Maries
Trolinger, Lelia	Henry
Trolinger, Mallie	Henry
Truitt, Marie H.	Jackson
Tucker, Roy Leslie	Benton
Tuggle, Hester Pearl	Platte
Turnbull, Marguerite	Franklin
Turner, Adele, L.	Jasper
Turner, E. E.	Osage
Tunstall, Mary Adaline	Vernon
Tutt, Mary E.	Cooper
Tuttle, David Francis	Johnson
Tuttle, Ruth A.	Johnson
Tyler, Benjamin	St. Charles
Tyler, Victoria	Johnson
Ummel, Maude	Buchanan
Upchurch, Callie Jones	Bollinger
Urquhart, Mabel	Cass
Vance, Gladys	Benton
VanFleet, Mabel	Cass
VanValkenburg, Faye	Benton
Vaughan, Beulah R.	Cooper
Vaughan, Daphne C.	Pettis
Vinson, Blanche	Benton
Vinson, Verna	Benton
VonHolte, Augusta	Benton
Wade, Susie	Clay
Waddell, Eva	Jasper
Waers, Laura Edith	Clay
Walkup, Lydia	Henry
Walkup, Ruth	Henry
Wallace, Edith	Nodaway

Wallace, Mattie	Johnson
Walser, Nellie Gray	Moniteau
Walters, Francis M. Jr.	Johnson
Ware, Nannie	Vernon
Warnke, Walter A.	Morgan
Warriner, Mabel F.	Jackson
Wash, Arlene	Johnson
Washburn, Nelle Owens	Saline
Wathen, Hazel Ann	Daviess
Wathen, Nellie	Dekalb
Wayland, Isabel	Boone
Weagley, Bertha B.	Clay
Webb, Ora	Jackson
Webster, Jessie May	(Texas)
Weedin, Irene Minnie	Atchinson
Wehrli, Helen	Holt
Wehrli, Mabel I.	Holt
Weight, Jeanette	Lafayette
Weisser, Lydia	Moniteau
Weller, W. H.	Pettis
Welch, Bertha Frances	Johnson
Wendele, Ilda	Atchinson
Wheatley, Willie Bertha	Lafayette
Whipple, Lulu	Jackson
White, Blanche	Jasper
White, Bonnibel	Jasper
White, Goldie	Jasper
White, Iva	Buchanan
Whitmer, Mary	Ray
Wieneke, Josephine	Moniteau
Wilcox, Olive	Johnson
Wilcox, Orrin R.	Johnson
Wild, Ursula	Jackson
Willhite, Frances	Johnson
Willhite, Maude L.	Johnson
Williams, Alma I.	Johnson
Williams, Elsie	Bates
Williams, Ethel C.	St. Charles
Williams, Fleta	Lafayette
Williams, Florence Lila (Mrs.)	Linn
Williams, Gladys P.	St. Louis
Williams, Geo.	Linn
Williams, James R.	Linn
Williams, John Albert	Johnson
Williams, LoDenna R.	Bates
Williams, Lyle	Johnson
Williams, Mae	Johnson
Williams, Mary	Caldwell

Williams, Pauline Dee	Johnson
Wilson, Ethel B.	Jackson
Williams, Mildred	Ray
Williamson, Tennie	Henry
Wilson, Mary Myrtle	Jackson
Wilson, Minnie	Andrew
Winburn, Opla	Jackson
Winburn, Zelma	Jackson
Windsor, Alma M.	Cooper
Winkler, Ethel	Carroll
Winston, Katherine	Clay
Wise, Mae	Andrew
Wisehart, Althea	Vernon
Witte, Otis B.	Benton
Witthaus, Geo. Daniel	Franklin
Wolfe, Dora	Jackson
Wolfe, Earl J.	Benton
Wolfe, J. C.	Jackson
Wolfe, Orlie	Jackson
Wolfe, Roma M.	Benton
Wood, Angeline Thornton	(Okla.)
Wood, Ernest Brown	Johnson
Wood, Martha May	Franklin
Wood, Virgil E.	Texas
Woodin, Walter J.	St. Clair
Woodfin, Emily Harriet	Bates
Woodson, Ruth	Carroll
Woolsey, Lena E.	Caldwell
Wright, Eleanor	Jackson
Wulff, A. F.	Osage
Wulfkammer, Alice	Lafayette
Yates, E. M.	Johnson
Yoest, Katherine Elizabeth	Moniteau
Young, Guy U.	Lafayette
Young, Lottie	Bates
Young, Miriam A.	Lafayette
Young, Opal M.	Jackson
Young, Sadie Gertrude	Henry
Zeigler, Emma Ruth	Bates
Zion, Ernest Lee	Johnson

Students Enrolled from Sept. 1912, to June, 1913.

Abell, Edna	Morgan
Adams, Beulah E.	Johnson
Adams, Edith F.	Johnson
Aid, Mamie	Daviess
Albin, Harry Herman	Johnson
Alexander, Georgia	Henry
Allen, Anna	Morgan
Allen, Lucile	Cooper
Allen, Erba	Johnson
Allen, Bessie	Boone
Allison, Emery W.	Maries
Alspaugh, Orva Mae	Caldwell
Amery, Frances	Caldwell
Amery, Perlene	Caldwell
Anderson, Albert	Johnson
Anderson, Mabel	Jackson
Anderson, A. Plumer	Johnson
Anderson, Mabel Simpson	Henry
Anderson, Melissa B.	Henry
Anderson, Chauncey	Gasconade
Angle, Elizabeth	Bates
Arnold, Lena Vae	Cass
Asbury, Margaret	Johnson
Ashworth, Maynard	Johnson
Atchinson, Mildred	Johnson
Austin, Nora E.	Johnson
Axline, Ivy Irene	Jackson
Baber, John	Ray
Bailey, Fred	Johnson
Badger, Sarah Ellen	Vernon
Bagby, Hazel Bernice	Cole
Baker, Lola	Camden
Baker, Roy Cassel	Bates
Barker, Mabelle Lucile	Cass
Barkley, Roscoe	Johnson
Barnett, Lloyd A.	Johnson
Barnett, Ola Lee	Henry
Barnwell, Wesley J.	St. Louis
Barr, Grace	Johnson
Barron, Mary Agnes	Johnson
Bates, Barret F.	Lafayette
Beamer, Roxa	Jasper
Bean, Carrie I.	Jasper
Bear, Geo. V.	Moniteau
Beegle, Myra	Johnson
Beery, Jessie	Dade

Behm, Frances P.	Johnson
Behm, Salome	Johnson
Belcher, Anna	Jackson
Belt, Joseph	Johnson
Benton, Fred	Johnson
Benton, Buna	Johnson
Best, Blanche D.	Clay
Best, Lelia Wilson	Johnson
Biddle, Isabel	Johnson
Bigelow, Roy G.	St. Clair
Bishop, Ned	Johnson
Bishop, Virgil R.	Johnson
Blase, Irene	Lafayette
Bliler, Lela M.	Bates
Boals, John	Cass
Boggs, Gertrude	Daviess
Boillot, Victor	Moniteau
Boulton, Louise	Johnson
Boulton, Clara	Johnson
Boulton, Reid,	Johnson
Bower, Wm. F.	Moniteau
Bowers, Mildred	Jasper
Bradley, Elmer	Johnson
Brady, Chas.	Benton
Brady, Nettie	Johnson
Brand, Virginia	Johnson
Brandt, Clarence	St. Charles
Brannock, Burnita	Cass
Branson, Frank	Osage
Branson, Sallie	Maries
Brashear, Naidine	Pettis
Bratten, Stella	Moniteau
Brazier, Lawrence	Cole
Brink, Ruth Edna	Platte
Briscoe, A. O.	Bates
Briscoe, Helen	Moniteau
Briscoe, Mary	Johnson
Britton, Lora Estelle	Cass
Broek, Eugene A.	Johnson
Brohn, Edward H.	Andrew
Frooks, Iola	Johnson
Brooks, Vera	Johnson
Brown, Barker	Johnson
Brown, Fred C.	Camden
Brown, Geneva	Carroll
Brown, Gertrude	St. Clair
Brown, Harold	Cass
Brown, Monna	Johnson
Brown, Maude	Morgan

Brown, Beall	Lafayette
Brown, Lillie	Cass
Brown, T. J.	Morgan
Brown, William	(Kansas)
Bruce, Clayton	Moniteau
Bruce, Grover Cleveland	Platte
Brunk, Leah	Caldwell
Brunkhorst, Otto A.	Morgan
Buckles, P. G.	Bates
Buckley, Mary	Pettis
Buckner, Flossie A.	Henry
Buchanan, Floyd	Johnson
Burden, Walter Henry	Cass
Burford, Pansy B.	Johnson
Burgert, Cleta	Johnson
Burgert, Chester O.	Johnson
Burkharth, Margaret	Johnson
Burnett, Wilsie	Clay
Burnham, A. Ward	Howard
Burns, Imogene	Jasper
Burris, Audra Ella	Johnson
Burris, Carl	Harrison
Burrus, Marie	Cass
Burrus, Ruth	Cass
Burris, Uel Smith	Johnson
Bush, Alva	Johnson
Buterbaugh, Rowan	Jasper
Buterbaugh, Ruth	Jasper
Butterfield, Dorothy	St. Francois
Butts, Sallie	Platte
Butts, Walter Lee	Platte
Butts, William Gragg	Platte
Cahill, Eugene	Johnson
Caldwell, Roy Lee	Johnson
Calkins, Mary Mildred	Johnson
Callison, Lynne	Henry
Campbell, Florence	Morgan
Campbell, Grace	Saline
Campbell, Sadie	Henry
Cargyle, Bessie	Johnson
Cargyle, Walter W.	Johnson
Carpenter, Mary	Johnson
Carpenter, Maude	Johnson
Carmichael, Mary J.	Johnson
Carter, Jesse F.	Cass
Carter, Walter G.	Johnson
Carter, Zelma Marian	Morgan
Cartmill, Nina N. M.	Jackson

Casebolt, Eugene H.	Carroll
Casebolt, Myrtle	Carroll
Cash, Archie	Johnson
Cashman, Maude	Pettis
Cassell, Geo.	Jackson
Castle, Margaret	Pettis
Catlin, James H.	Johnson
Catlin, Mary Ruby	Johnson
Cecil, Alda E.	Johnson
Cecil, Elvia	Johnson
Cecil, Gretell	Johnson
Cecil, Ira Alon	Johnson
Chester, Paul	Johnson
Chevalier, Mary	Jackson
Chipman, Mary Belle	Henry
Christopher, Claire	Johnson
Clark, Constance	Henry
Clark, Daniel W.	Johnson
Clark, Georgia Estelle	(Arkansas)
Clark, Marion	Johnson
Clark, Seymour Leonard	Johnson
Claxton, Besss.....	Gentry
Cleveland, Ethel	Callaway
Cleveland, Gertrude Virginia	Callaway
Clinton, Laura, Zelma	Johnson
Coats, Oda Mae	Johnson
Coats, Robbie B.	Johnson
Cockrill, Ada R.	Clay
Coffman, Mary Lee	Ray
Cole, Nora Edith	Ray
Cole, Wanda Blanche	Johnson
Coleman, Anna Marie	Johnson
Collier, Laban	Platte
Collins, Findlay	Johnson
Collins, Gertrude.....	Pettis
Copas, Truman A.	Moniteau
Collier, Laban P.	Platte
Condict, Mary	Barton
Connely, Besse	Johnson
Connor, Mary Adeline	Caldwell
Connely, Lyle	Johnson
Cooper, Charles	Johnson
Coppage, C. C.	Johnson
Coppage, Chas. G.	Henry
Corder, Edna	Lafayette
Cordrey, N. Naomi	Osage
Cordry, Ethel	Cooper
Coonrod, H. F.	Henry

Cooper, Orpha	Gasconade
Copeland, Chas. A.	Bates
Corum, Dallas	Johnson
Coslett, Lora H.	Atchinson
Cowan, John F.	Johnson
Cowan, Martha Naomi	Johnson
Cox, Grace M.	Caldwell
Craig, Beulah	DeKalb
Cramer, Roscoe	Osage
Crecelius, Amelia M.	St. Louis
Crissman, Maude Emma	Johnson
Creighton, Eula	Cass
Crouch, J. Paul	Lafayette
Crum, Agnes	Maries
Crum, C. L.	Maries
Crutchfield, Corinne	Johnson
Crutchfield, Ethel	Johnson
Crutchfield, Flora R.	Johnson
Culp, Elizabeth	Johnson
Culley, Ann Estelle	Johnson
Curry, Ralph Fisher	Johnson
Dalhousie, Virginia	Lafayette
Dallas, Etta E.	Cass
Darnell, Myrtle	Camden
Darnes, Golden	Bates
Dauwalter, Helen C.	Cooper
Davis, Eva M.	Henry
Davis, Ida	Jackson
Davis, Lawrence	Ray
Davis, Minnie	Johnson
Davis, Lalla Belle	Buchanan
Davidson, Orville	(Okla.)
Davis, Mary Etta	Buchanan
Davisson, Lena Florence	Benton
Day, Besse B.	Jackson
Dean, Jewel	Lafayette
DeAtley, Myrtle	Johnson
Deardorff, Everett	Jasper
DeAtley, Mary Goldie	Johnson
DeAtley, Leonard	Johnson
DeHart, Lela	Johnson
DeHoney, John Raymond	(Colorado)
Delaney, Alva	Shelby
Denny, Marie	Jackson
Desch, Eleaonre	Pike
Dickson, Harriet	Johnson
Diefendorf, John Wm.	Cooper
Dieterle, Gustav E.	Franklin

Disharoon, Elizabeth	Franklin
Dixon, Josephine	Johnson
Donaldson, Alice Fern	Jackson
Doggett, Jessie	Johnson
Doty, Mary Ethel	Carroll
Douglass, Mary	Johnson
Dove, Bert	Cedar
Doolin, Curtis	Johnson
Dowd, Nelle Elizabeth	Cole
Duncan, Eugene	Cass
Drinkwater, Myrtle	Pettis
Dunham, Grace	Johnson
Dunning, Lillian	Henry
Dyer, W. M.	Lafayette
Dyer, Wm. Worn	Lafayette
Eads, Mrs. Nellie	Johnson
Eagan, Beulah E.	Lafayette..
Earle, Geo. W.	Barry
Easley, Wm. W.	(Okla.)
Easley, Lulu R.	(Okla.)
Eastham, Mary Catherine	Johnson
Eberts, Bernice L.	Johnson
Eberts, Berwin	Johnson
Edmonson, Vera	Johnson
Eichelberger, Juanita	Cooper
Elliott, Arthur E.	Johnson
Elliott, Hazel	Jackson
Elliott, Herbert	Cole
Elliott, Lulu	Johnson
Elliott, Hazel	Cass
Ellis, Mrs. H. G.	Johnson
Ellis, Walker	Vernon
Emmerick, Emma	Chariton
Endicott, J. Vernon	Platte
English, Florence N.	Johnson
Eubank, Louis A.	Cooper
Etzenhouser, Earle	Jackson
Evans, Ethel	Miller
Evans, Gartha M.	Henry
Farmer, Martha	Cass
Faulk, Bess Neill	Carroll
Faulkner, Mrs. Mabel K.	Johnson
Faulkner, Everett McDowell	Johnson
Farrell, Helen May	Lawrence
Farnsworth, Marie	Johnson
Feagans, Ida M.	Johnson

Ferguson, Nana	Johnson
Feeback, Lena	Cass
Ferry, Elsie	Henry
Fickas, Gertrude	Johnson
Fickas, Pearle	Johnson
Files, Grover C.	Johnson
Files, Sallie L.	Johnson
Fishback, Carrie	Johnson
Fishback, Mattie	Johnson
Fishback, Alpha Dean	Johnson
Fisher, John Esker	Maries
Finch, Ada	Lafayette
Ford, Anna	Jackson
Ford, Caroline Belle	Henry
Foster, Lee	Johnson...
Fowler, Hattie V.	Johnson
Fowler, Belle	Johnson
Fowler, Mamie	Saline
Franklin, May	Johnson
Frazier, Zelma E.	Jackson
Freed, Hazel	Caldwell
Fristoe, Mabel	Benton
Fry, Catherine Marie	Marion
Frye, Elroy Earl	Johnson
Fuhr, Laura B.	St. Charles
Funk, Anna	Harrison
Gage, Katie	Johnson
Garland, Homer Y.	Cooper
Garner, Fred	Bates
Garnett, Hermon	Cole
Garnett, Jane	Cole
Garrett, Bertha	Johnson
Garvey, Jess. Howard	Johnson
Gaskey, Marie E.	Lafayette
Gehrs, John H.	Cass
Gibler, Harry	Johnson
Gibler, Jessie Pearl	Johnson
Gibson, Samuel J.	Johnson
Gilbert, Martha E.	Johnson
Gilbert, John S.	Johnson
Gilliland, H. H.	Lafayette
Gillum Addie	Johnson
Gillum Alpha	Johnson
Givens, Carrie Natalie	Gasconade
Given, Neta H.	Gasconade
Gladden, Frances Pearl	Johnson
Gatcher, Carrye	Howell
Goodwin, Elizabeth	Johnson

Goss, Gladys	Vernon
Graham, Wade	Maries
Greener, Lillian	Livingston
Griffith, Irene C.	Cass
Groves, E. P.	Cooper
Guilfoil, Zaidee Ina	Cass
Graff, Bettie	Johnson
Grace, Tirza	Jasper
Gragg, Mary Edna	Bates
Gray, Myrtle	Henry
Gregg, J. Floyd	Johnson
Grace, Mary Pearl	Livingston
Green, Bernice	Pettis
Greer, Alex	Johnson
Greenwell, Sallie Alice	Johnson
Greim, Willard	Johnson
Gresham, Lois	Cole
Gresham, Grace	Cole
Griggs, Augusta	Johnson
Groom, Ollie	Moniteau
Grove Elva	Ray
Grover, Benjamin W.	Johnson
Groves, Veva Lytle	Johnson
Gungoll, Esther	Cole
Guymon, Leta	Lafayette
Guyton, Marguerite	Cass
Gunn, Willie	Morgan
Habecker, Helen	Pettis
Hale,,Elza	Cole
Hall, Ethleen	St. Clair
Hacker, Fred A.	(Illinois)
Hammett, Letha V.	Buchanan
Hanna, O'Lula	Caldwell
Hailey, J. R.	Douglas
Hannum, Beulah	Johnson
Handly, Sam	Vernon
Handy, Pauline	Johnson
Hannum, Nellie	Johnson
Harned, Clara V.	Cooper
Harper, Ladine C.	Bates
Harrison, Guy H.	Maries
Harrison, Jessie	Maries
Harrison, Lydia	(Texas)
Harter, Sarah Jane	Caldwell
Harville, Rowena	Jackson
Hawkins, Pina M.	Clinton
Hawkins, Ruth	Johnson
Haymaker, George F.	Johnson

Heberling, Lydia	Johnson
Heck, Gertrude M.	Moniteau
Heckman, Monica J.	Gasconade
Haymaker, George F.	Johnson
Hedges, Bessie	Pike
Heerwald, Paul S.	Lafayette
Heidbreder, E. L.	Osage
Heldman, Stealla	Cole
Helfrich, Prue	Miller
Henderson, Ethel M.	Caldwell
Hendricks, Ruth	Johnson
Hensel, Katherine	Henry
Henshaw, John Neely	Johnson
Henton, Mildred Lee	Pettis
Henzlick, Frank E.	St. Clair
Herndon, Mabel	Johnson
Hershberger, Erdie Marie	Johnson
Heyenbrock, Cornelius	Lafayette
Hicks, John	Caldwell
Higgins, Leon	Johnson
Hill, Lonnie B.	Johnson
Hill, Wilma Christie	Clay
Hobart, Pearl	Jackson
Hodge, Aaron	Maries
Hodge, Grace E.	Moniteau
Hodges, Edmund	Moniteau
Hoehns, Freddie	Pettis
Hogan, M. Virginia	Johnson
Holland, Callie C.	Cass
Hollar, E. Cleveland	Carroll
Hook, Leara A.	St. Clair
Hogan, Mary	Johnson
Holland, Helen	Johnson
Hoover, Chester A.	St. Clair
Hoover, J. H.	Ray
Horner, Shirley G.	Lafayette
Hotsenpillar, Addie	Cooper
Horsley, Geo.	Johnson
House, Fred	Johnson
Howerton, Lillian	Johnson
Huddleston, Claude	Camden
Humphreys, M. Edyth	Grundy
Hunter, M. D.	Johnson
Howard, Gertrude	Johnson
Howald, Grace	Franklin
Howe, Altha May	Ray
Hudson, Lela	Johnson
Huffman, Mrs. H E.	Johnson

Hughes, Mary F.	Johnson
Hunt, Della M.	Benton
Hull, Annie Laurie	Johnson
Hull, Ethel	Morgan
Humphrey Ruby	Platte
Hunter, Oma Bee	Johnson
Hupp, Eula	Saline
Hunt, Luther	Johnson
Hunt, Esther	(Canada)
Hunter, Emil Ralph	Johnson
Hunter, Ernest B.	Cole
Hunter, Lucien	Johnson
Hunter, Roland	Johnson
Hurst, Elizabeth	Buchanan
Hurst, William A.	Buchanan
Hutchens, Jewell	Johnson
Hutchinson, Lenna	(N. Mexico)
Hyatt, William	Johnson
Hymes, Elsie Emma	Jackson
Ives, Jessie	Johnson
Ives, Maurice C.	Johnson
Ives, Roy F.	Johnson
Jackson, Keith	Harrison
Jackson, Myrtle	Cedar
Jackson, Wm. Edgar	Jackson
James, Guy E.	Maries
James, Virginia	Bates
James, Allison	Johnson
James, Hattie	Johnson
Jeffries, Christie	Lafayette
Jennings, Alma	Johnson
Jennings, Clarence C.	Jackson
Jennison, Harry W.	Moniteau
Jennison, Edgar	Moniteau
Jensen, Marie	Bates
Jett, Roy Chester	Osage
Johnson, Mrs. Daisy	Moniteau
Johnson, Mary Emily	Newton
Johnson, Irene	Johnson
Johnson, Minnie B.	St. Clair
Johnson, Ruby	Jackson
Johnson, Mary	Cooper
Johnson, Wilma C.	Johnson
Johnson, Nelle	Lafayette
Johnson, Ora Dell	Maries
Johnson, Pansy	Maries
Johnson, Ella	Cooper
Johnston, Blanche R.	Johnson

Johnston, Carrie	Johnson
Johnson, Walter A.	Johnson
Johnson, Ward	Johnson
Jones, Edma Marion	Saline
Jones, Earleene	Johnson
Johnson, Zella Neoma	Moniteau
Jones, Nellie	Jackson
Kavanaugh, Edythe	Ray
Kauffman, Mary	Morgan
Kauffman, Oakley	Cass
Kauffman Alice Ruby	Cass
Karls, Ray	Jasper
Keene, Opal	Daviess
Kellar, Sidney M.	Ray
Kelley, Edith	Johnson
Kelley, Walter	Jackson
Kemper, Hugh C.	Johnson
Kemper, Jamie D.	Johnson
Kenagy, R. Harold	Johnson
Kennedy, Margaret	Ray
Keer, Kathleen	Jackson
Killam, Edith	Gentry
Kincaid, Edna	Clinton
Kinman, Mabel	Cass
King, Anna	(Iowa)
King, Frank	(W. Va.)
Kinyon, Grover	Henry
Knobel, Bertha	Nodaway
Kirk, Eunice	Barton
Kline, Violet	Johnson
Kobrock, Louise	Pettis
Koch, Mary W.	Johnson
Kubachak, Rose	Callaway
Laidlaw, R. E.	Johnson
Lake, Alice	Johnson
Lane, Ralph F.	Jackson
Lasley, Sidney	Jackson
Laun, Gleaves	Johnson
Laughlin, Paul V.	Bates
Larkin, Rosa	Jackson
Leemmer, May	Cass
Lay, Ozella	Johnson
Leach, Geo. E.	Cooper
Leavy, Etta	Jackson
Lee, Wilfred Clay	Johnson
Lemmon, Jean Reavis	Johnson
Layton, Esther Irene	Johnson
Lefever, Alma	Morgan

Lefever, Eva	Morgan
Lenck, Marion	Johnson
Leopard, Buel	Daviess
Lester, Sergia Claire	Carroll
Lester, VanBuren	Johnson
Lewis, Dan Jr.	Johnson
Lewis, Stuart	Johnson
Lieberman, Sylvia	Johnson
Limerick, Mary	Boone
Littlefield, Nora	Johnson
Lindner, John Frederick	Maries
Logsdon, Wm.	Saline
Long, Fae	Morgan
Long, Frances L.	Cedar
Long, Lutie V.	Johnson
Lopp, Zada	Benton
Love, Clara V.	Johnson
Love, Ruth	Platte
Lowery, Okiee	Mercer
Ludeman, Ella May	Pettis
Lyle, Mabel Florence	Johnson
Lyon, Golda	Johnson
Lyons, Margaret	Johnson
McBride, Agnes	Johnson
McBride, Mrs. Daisy	Johnson
McCabe, Maude	Pettis
McCalmon, Chas.	Henry
McClelland, Elsie	Carroll
McClure, Fay	Johnson
McCann, Lawrence	Bates
McClymond, Ernest L.	Moniteau
McClymond, Lenora	Moniteau
McClymond, Mildred	Moniteau
McCormick, Nadine	Ray
McCoy, Eula	Johnson
McCoy, Grace	Christian
McElroy, Anna Geraldine	Ralls
McFarland, Anna May	Madison
McFarland, Edna	Johnson
McGee, Claude A.	Livingston
McGill, Carrie S.	Cass
McIntire, Callie	Henry
McKinney, John	Ray
McMillen, Margaret	Pettis
McCutchen, Helen	Johnson
McCall, Nannie	Cass
McFarland, Janet R.	Platte
McGee, Ben J.	Clay

McKee, Elsie	Bates
McKee, Gladys	Bates
McKinzie, Chas. Edw.	Lafayette
McMahan, Julia	Johnson
McKinzie, Clara	Clay
McNair, Mary	Johnson
McPheeters, G. C.	Dallas
McQuerry, Pansy	Johnson
Mabary, Pearl	Hickory
Madden, Allene	Caldwell
Madden, Nell	Caldwell
Magruder, Minola	Shelby
Mann, Vesta	Jackson
Mager, Clara	Bates
Malugen, Effie	St. Francois
Mayhew, Mrs. Zeta	Johnson
Marquis, Alice	Clinton
Marsh, Lelia	Johnson
Maxwell, Mark	Johnson
Mayes, James Brown	Daviess
Mayes, Nellie Frances	Johnson
Mayhew, Norman	(Texas)
Mabary, Winifred	Johnson
Manual, Mary	Shelby
Marshall, Birchlyn Beatrice	Johnson
Marshall, Bernice	Johnson
Marshall, Maifaire	Johnson
Martin, Edith	Johnson
Martin, Mary Lee	Jackson
Martin, Paul D.	Montgomery
Maupin, Sadie	Franklin
Masters, Myrtle May	Saline
Matthews, Earnest	Buchanan
May Mabel	Howard
Megede, Eleanor Bonde	Ray
Medlock, Zanie E.	Moniteau
Meridith, J. G.	Boone
Miller, Chas. E.	Johnson
Miller, Geo. B.	Cass
Miller, Lucile	Johnson
Miller, Taylor	Miller
Meiller, Eva	Cass
Meyers, Beulah	Cass
Myers, Mina	Lafayette
Miller, Matie	Johnson
Miller, Mary M.	Johnson
Miller, Mamie L.	Moniteau
Mitchell, Clarence E.	Lafayette

Miller, James C.	Cole
Mitchell, Laura	Johnson
Mitzel, Audra	Pettis
Mohler, Ruth	Johnson
Moechli, Arthur	Gasconade
Mohler, Maurice	Johnson
Moles, Tom	Johnson
Moore, Grace E.	Johnson
Moore, Robt. W.	Barton
Moore, Mary Olive May	Lafayette
Morgan, Margaret	Lafayette
Moriarity, Ella	Johnson
Morrow, Jay	Johnson
Morris, Ensley	Moniteau
Morris, Leslie	Moniteau
Murray, John H.	Johnson
Munson, Frances	Jackson
Munson, Mary Helen	Callaway
Murch, Olga	Johnson
Musser, Ambie	Johnson
Musser, Bryce	Johnson
Musser, Monad	Johnson
Myers, Cyrus	Benton
Myers, Everet	Benton
Nehr, Henry	Saline
Nattinger, Maude	Johnson
Neff, J. J.	Lafayette
Neher, Saylor J.	Johnson
Newkirk, Naomi	Moniteau
Neely, M. Myrtle	Johnson
Nicholson, Flossie	Texas
Nickles, Magdeline	St Louis
Noel, Joe S.	Jackson
Noland, Velma	Johnson
Northcutt, Chas. E.	Boone
Norvell, Helen	Saline
Norvell, Maude	Saline
Nunn, Kate	St. Clair
O'Bannon, Lorene	Pettis
Odneal, Mabel D.	Bates
Odom, Georgia	Johnson
Oldham, Alberta L.	Jackson
Osborne, Grace	Bates
Osborne, Mattie Lee	Johnson
Owens, Merle	Johnson
Packard, Mattie A.	Henry
Pallett, Willey E.	Jackson
Park, Helen	Bates

Park, Elsie	Bates
Park, Martha W.	Bates
Park, Nellie Marshall	Clay
Park, Ritta May	Pettis
Parker, Adelaide	Johnson
Parker, Iva R.	Cass
Parkhurst, Lyda	Saline
Parks, Barbara	Henry
Parry, Marie	Cass
Parsons, Emmett L.	Cooper
Parsons, J. H.	Cooper
Patrick, Nannie Lorene	Cass
Payne, Ben	Pettis
Pearce, Ira Lee	Henry
Peak, Geo.	Johnson
Pearse, Vera	Caldwell
Pease, Lawrence	St. Louis
Pendleton, Chas. Henry	Johnson
Perdue, Mrs. Bessie	Johnson
Peithman, Ida	Pettis
Perry, Tina J.	Lafayette
Peters, Frances	Johnson
Peters, Reaves	Johnson
Peters, Robt.	Johnson
Peters, Edna	Johnson
Peterson, Mary	Johnson
Pepper, Audry	Henry
Pickel, Clara	Johnson
Pickett, Harriet Lorene	Ralls
Pickett, Julia Gladys	Ralls
Pilcher, Ada	Johnson
Pilcher, Della	Johnson
Pierce, May	(New Mexico)
Pittman, John E.	Benton
Poe, Bryce	Maries
Poleson, Maun	Harrison
Porter, Rhoda Pearl	Johnson
Powell, Ast	Saline
Powell, Bessie L.	Caldwell
Pratt, Ethel May	St. Clair
Prewitt, Lola	Jackson
Price, Mildred S.	Morgan
Purdy, Bertha	Johnson
Pyle, Ida May	Cedar
Quick, Frank H.	Johnson
Quick, Paul	Johnson
Ramer, Mary Catherine	Morgan
Ramsey, Frances E.	Johnson

Randall, Omer	Bates
Randall, Myrtle	Bates
Raney, Jewell	Johnson
Raker, Goldie	Johnson
Rayburn, Frankie	Pettis
Redfield, Pearl Edna	Johnson
Redford, Helen S.	Johnson
Reed, Anna	Johnson
Reed, Geo. H.	Pettis
Reid, Wm.	Boone
Ream, Harold	Pettis
Rea, Maude Elizabeth	Carroll
Reed, Flo	Johnson
Reed, Alice V.	Saline
Reith, Hortense	St. Louis
Reynolds, Grace M.	Clay
Richardson, Tully A.	Johnson
Richardson, Rose	Randolph
Rhoades, R. L.	Mercer
Riley, Mabel J.	Lafayette
Ritchie, Roy	Cole
Roberts, Dwight	Johnson
Roberts, Mary May	Miller
Robertson, Flora B.	Johnson
Robertson, Lilly	Cooper
Roberts, Agnes Constance	Johnson
Roberts, Donald	Johnson
Robinson, Kenneth N.	Johnson
Robertson, Ralph	Johnson
Robertson, Alice	Johnson
Ritter, Hattie May	Johnson
Roach, Roxie	Johnson
Rohlfing, Amelia W.	Franklin
Ross, Mary E.	Johnson
Ross, Mary Helen	Johnson
Rothwell, Allene F.	Johnson
Roush, H. Marion	Cass
Rowland, Drucilla	Johnson
Rowell, Madge	Johnson
Ryan, Eva Eulalia	Jackson
Sage, Lucile L.	(California)
Sammons, Marcus	Johnson
Sanborn, Bonnie	Johnson
Sanders, Mattie	Scotland
Sanders, Tom	Johnson
Sarter, Irene	Caldwell
Sapp, May	Boone
Satterfield, Nellie	Johnson

Sawyer, Grace	(Oklahoma)
Scarcliff, Hazel	Johnson
Schaper, Anna E.	St. Charles
Schneitter, Ella	Johnson
Schutte, Mathilda	Chariton
Schoaff, Belva Anna	Cass
Scott, John P.	Moniteau
Seruby, Wm.	Johnson
Scott, R. E. Wilmetta	Clay
Seruggs, Stella	Cole
Seaton, Dee	Cass
Seaton, Lela	Johnson
Sermon, Ray	Jackson
Sharpe, Frances	Boone
Sheffer, James Paul	Johnson
Shelton, Lola B.	Morgan
Shepard, Dora	Johnson
Shillig, Mrs. Lena	Vernon
Short, Georgia Verne	Johnson
Shrum, Claude	Henry
Shryock, Edna May	Johnson
Simmons, Marie Virginia	Cooper
Sims, Diantha	Johnson
Sims, Helen	Johnson
Sims, Eva B.	Caldwell
Sims, Georgia	Johnson
Simmons, Verna	Johnson
Sister Felicite	Jackson
Sister Frederic	Jackson
Sister M. Hall	Jackson
Sister M. Alexis	Jackson
Sister Mary Dominica	Jackson
Sister Mary Evangelista	Jackson
Sister Mary De Chantal	Jackson
Sister Mary Borgia	Jackson
Sister Annemciata	Jackson
Sister Mary Ambrose	Jackson
Sister Agnes Mary	Jackson
Sister Athanasia	Jackson
Sister Bernice (O'Neal)	Jackson
Sister Evelyn (O'Neal)	Jackson
Sister Hortense	Jackson
Sister St. John	Jackson
Sisson, Leslie	Jackson
Skouby, Josephine	Maries
Slusher, E. L.	Johnson
Slusher, Lee B.	Johnson
Small, Mary May	Chariton

Smiser, Mary	Johnson
Smith, Bessie	Johnson
Smith, Carl	Ray
Smith, Dora B.	Clay
Smith, Erma	Henry
Smith, Ethel M.	Cedar
Smith, Etta Blanche	Johnson
Smith, Geneva	Cass
Smith, Izora	Chariton
Smith, Launa	Cooper
Smith, Margaret	Moniteau
Smith, Patti Lee	Johnson
Smith, R. G.	Howard
Smith, Rex	Johnson
Smith, Stephen E.	Bates
Smith, Vard	Pettis
Smith, Wendell	Ray
Snell, Blanche	Ray
Snow, Mildred	Moniteau
Sodeman, J. M.	Platte
Sodeman, Nannie	Platte
Sollars, Mark	Johnson
Sommers, Helen J.	Vernon
Songer, Grace	Daviess
Spain, Georgia	Jackson
Speck, Mattie	Saline
Spieß, Isabel	Johnson
Spurgeon, Edna	Maries
Stockard, Frank E.	Ray
Stacy, Edith	Johnson
Stagner, Richard W.	Caldwell
Stahl, Fred A.	Johnson
Stanton, Flora	Johnson
Staples, Ethelyn	Jackson
Staples, Fay Frances	Jackson
Starke, Helen	Cooper
St. Clair, Margaret Pearl	Johnson
St. Clair, Lillian	Johnson
Steeby, Geo. W.	Andrew
Steen, Ione	Cass
Stewart, Ruth	Caldwell
Stice, Chloe	Johnson
Stigdon, Clement	Johnson
Stockman, Theresa	Saline
Stockard, Raymond E.	Ray
Stohr, LaVerne	Johnson
Stone, Wren	Cass
Strobel, Lawrence	Moniteau

Stone, Letha	Johnson
Suddath, Cornelia	Johnson
Suddath, Frank M.	Johnson
Suddath, Luzetta	Johnson
Swain, Oretta	Johnson
Swayze, Virginia	Henry
Swindell, Beulah May	Henry
Swindell, Rolla A.	Henry
Swink, Ruth Caroline	St. Francois
Switzer Cecil	Harrison
Tabor Bernice	Johnson
Tally Dora B.	Johnson
Taul Edna	Clay
Taylor Bertram	Benton
Taylor Maude	Camden
Taylor, W. L.	Johnson
Tedrick Winifred	Davies
Terrill Alfred	Maries
Teter Orma	Pettis
Thomas Amy K.	Moniteau
Thomas Florence Ward	Johnson
Thompson Fayette	(Kansas)
Thompson Lewis	Bates
Thornton Katherine	Cass
Thornton Sallie K.	Cass
Thorpe Olive	Morgan
Thomason Elizabeth	Johnson
Thompson Grace	Clinton
Thurman Allen	Johnson
Tipton Pearl	Morgan
Tracy Mrs. U. R.	(Iowa)
Trapp Robt.	Johnson
Travis Wm. Clinton	Maries
Traw Cefus	Camden
Trolinger Bessie	(Okla.)
Trolinger Lelia	Henry
Trolinger, Mallie	Henry
Trundle, Ola Ray	Jackson
Tugel, Melville	Franklin
Tyler, Ben B.	St. Charles
Tyler, Geneva May	St. Charles
Tyler, Victoria J.	Johnson
Tye, Maude	Livingston
Uhland, Maude L.	Caldwell
Utt, Stella Ethel	Johnson
Underwood, Hazel	Jackson
Vance, Gladys	Benton
Vanhoff, Joe John	Pettis

VanMeter, Clarence	Johnson
VanMeter, E. H.	Johnson
VanWinkle, Ethel	Cedar
Veach, B. Ellen	Johnson
Vaughan, Beulah	Cooper
Venable, Lynne	Johnson
Venable, Sallie	Johnson
Wagner, Lena	Henry
Walkup, Ruth Marjorie	Henry
Wallace, Cecil	Maries
Walser, Nellie J.	Moniteau
Walton, Cora Lee	Benton..
Wallace, Mattie	Johnson
Warnick, Mabel M.	Johnson
Warnick, Raymond	Johnson
Warrick, Enos Ray	DeKalb
Wartig, Mabel	Caldwell
Wash, Arlene	Johnson
Waters, Bernice	St. Charles
Waters, Norma	Camden
Watson, Luther, Wm.	Boone
Ware, Venus	Benton
Weaverling, Helen C.	Benton
Webb, Guy	Jasper
Weidner, Leota	Johnson
Welch, Bertha Frances	Johnson
Weedin, Minnie C.	Atchinson
Welker, Mamie	Caldwell
Whiteman, Floyd A.	Johnson
Willhite, Maude	Vernon
Williams, Mabel	Miller
Williams, Winnie	Carroll
Wilson, Ethel Belle	Jaskson
Wilson, Jas. Arthur	Moniteau
Wilson, Lela	Moniteau
Wilson, Lola	Moniteau
Weeks, Lyle	Jackson
West, Leora	Cass
Wharton, Mabel	Pettis
Wharton, Wm. A.	Pettis
Wheeler, Eugene P.	Jackson
Whitsett, Myra Lucile	Lafayette
White, Elmer C.	Morgan
White, Elmer H.	Lafayette
Whitsett, Anna	Lafayette
Wilcox, Clifford	Johnson
Winburn, Bernice	Jackson
Winburn, Zelma	Jackson

Windsor, Alma	Cooper
Winsborough, Martha	Jackson
Wisner, Bernedine	Marion
Whitmore, Alice	Jackson
Wilcox, Margaret	Randolph
Wilkes, Anice	Johnson
Willhite, Maude ..c.....	Vernon
Wilson, James	Moniteau
Wilson, John C.	Johnson
Wilson, Ray Cecil	Moniteau
Williams, Frances Eula	(Okla.)
Williamson, Ruby May	Jackson
Williams, Fleta Hazel	Lafayette
Wood, Virgil Edw.	Texas
Woods, G. W.	Monroe
Woods, James Travis	Monroe
Woody, Anna	Bates
Worley, Lula Grace	Lafayette
Worley, Mary	Lafayette
Worley, Rose Nell	Lafayette
Wright, Josephine	Johnson
Wyatt, Jos. Elton	Jackson
Wyatt, J. L.	Howard
Wyatt, Mrs. J. L.	Howard
Yancey, Beulah	Lafayette
Yates, Harriett	Johnson
Young, Lilly	Harrison
Young, Opal	Jackson

ENROLLMENT FOR THE YEAR.

JUNE 3, 1912, to MAY 29, 1913.

Number of students attending during the year	1,940
Number of students in Training School	352
Total number in the institution	2,292

MISCELLANEOUS STATISTICS.

SCHOLASTIC YEAR, 1912-1913.

Number of students from Missouri	1,910
Number from other state or territories	30
Number of teachers in the above enrollment	1,077
Number who are self-dependent	1,185
Number representing occupation of farming.....	935
Number representing all other occupations	608
Number with occupations not given	397
Number of Missouri counties represented	80
Number of diplomas issued in the year	214
Number of bachelor of arts diplomas issued in the year	1
Number of masters' diplomas issued in the year	8
Number of regents' certificates issued in the year	170
Number of rural school certificates issued dur- ing the year	55
Whole number of diplomas issued since the or- ganization	1 837
Whole number of regents certificates issued since organization	3,577

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Daily Program---Fall Term 1913

DEPARTMENTS	TEACHERS	Room	I 8:00—8:50	II 8:50—9:40
AGRICULTURE	PHILLIPS	11	1, Plant Prop. Orch. and Gard.	9, Bacteriology.
GEOGRAPHY	PRATT	11	5, Crop Produc.	6, Feeds and Feeding.
BIOLOGY.	STIGALL	14	Biology 1-3.	1, General Botany 1-3
CHEMISTRY & PHYSIOLOGY	WALTERS	21	5, Hygiene.	4, Phys.
ECONOMICS	MORROW	D.		3, Econ. Geog.
EDUCATION	PHILLIPS	1		2, R. S. Methods
	HUDSON	2	5, School Ad.*	5, School Ad.*
	McPHEETERS	C.	3, Ed. Psychol.	2, Psychol.
	HUMPHREYS	B.		1, Psychol.
ENGLISH	COULTER	15		13, Prin. Lang.
	BALL	16	6, Eng. Lit. 1-2	3, 3rd. yr. Eng. 1-3.
	MARTIN.	18	4, Am. Lit. 1-2	4, Am. Lit. 2-2.
	RUTHERFORD		2, 2nd. year Eng. 1-3	3, 3rd. Eng. 1-3.
	ABBOTT		a Beg. Read 1-2.	
GERMAN & FRENCH	HARRIS	Gym.	1, Beg. Ger. 1-3	2, 2nd. yr. Ger. 1-3.
HISTORY	HENDRICKS	4		1-3 Ad. Eu. Hist.
	RUNYON	12	4c, Mod. Hist. 3-3	4a. Med. Hist. 1-3.
	BASS	3	5a, Am. Hist & Gov. 1-3	3b. Greek Hist. 2-3 **
	McCLURE	4, 3 12, 4,	3a, Orient Hist. 1-3	7, Vergil 1-3.
LATIN	YEATER	8 7	6, Cicero 1-2	1, Beg. Lat. 1-3.
MATHEMATICS	SCARBOROUGH	5		2, Teach. Arith.
	KENNEDY	6	8, Col. Alg.	7a. Anl. Geom. 1-2.
	URBAN	9		4a, Alg. 1-2.
	NICKERSON	10	1a, El. Alg. 1-3	(3rd. yr. Math. 1b. El. Alg. 2-3.
PHYSICS	MORRIS	22	Mech. Adv. Physics 3.	2a. El. Physics 1-3
TRAINING SCHOOL	CRISMAN	Tr.Sch.	Supervision.	Supervision.
	DENNIS	Tr. B.	7, Kind theory 2-3.	Kind. Teach.
	SCOTT	Tr. B.		
COMMERCE	ELLIS	A.	Pen. 1-3,2-3,3-3.	Pen. 1-3, 2-3, 3-3
ART	SHANNON	Tr. B.	2. Persp. & color	1b. El. Draw. 2-3.
	HARWOOD	Tr. B.	1a. El. Draw. 1-3.	1a. El. Draw. 1-3.
HOUSEHOLD ARTS	DUNN	Tr. B.	Home nursing & Emergencies.	Machine Sew. 1-3.
MANUAL ARTS	AHRENS	M.T.B.		3, Beg. Wood-work.
MUSIC	SOLOMON	O.	El. Music 1-3.	Voice (Priv.).
	HINDELL	I.		Piano (Priv.)
	JAMES	P.	Hist. of Music	El. Music 1-3.
	MEYER	L.		Violin (Priv.)
PHYSICAL EDUCATION	ALLEN	Gym.	Phy. Ex.	Phy. Ex.
	BAUSHKE	Gym.	Hockey IV hr.	Physical Tr. VI Tennis VI.

Daily Program---Fall Term 1913

III 10:10—11:00	IV 11:00—11:50	V 1:10—2:00	VI 2:00—2:50
1, Plant Prop. Orch. & Gard. 4, Dairy Husbandry.	12, Physiography 1-2. 3, Hist. of Breeds.	3, Hist. of Breeds Includ. Poultry. Live Stock 2, Judging	Grain Judging.
2, General Zoology 1-2.		5, Nature Study.	3, Col. Botany 1-3.
1a. Chem. 1-3.	1b. Chem. 2-3.	1c. Chem. 3-3.	2a. Adv. Chem. 1-3.
1, Economics 3-3.	1, Economics 2-3	1, Economics 1-3.	2, Econ. Hist.
3, Prin. of Teaching. 1, R. S. Mang. 2, Psychol. 1, Psychol.	7, Hist. of Ed. 1-2. 3, Prin. of Teach. 1, Psychol.	R. S. Psychol. 5, Sch. Ad. *	9, Sociology. 1, R. S. Mang. 1, Psychol. 5, Sch. Ad.*
12, Prin. Crit. (Sem.) 2, 2nd. yr. Eng. 3-3. 4b. 4th. yr. Eng. 3-3. 2, 2nd. yr. Eng. 2-2. a. Beg. Read. 1-2.	1, 1st yr. Eng. 2-3. 3, 3rd. yr. Eng. 3-3. 5, Composition 1-2. 1, 1st. yr. Eng. 1-3.	1, 1st. yr. Eng. 1-3. 10, Vict. Poets. 5, Composition 2-2. c, Debate	Grad. Eng. (Sem.) 1, 1st. yr. Eng 3-3. 1, 1st. yr. Eng. 1-3.
3, 3rd. yr. Ger. 1-3.	4, 4th. yr. Ger. 1-3.	1, Beg. French 1-3.	
18, Methods in Hist. 6b. Eng. Hist. 2-2. 3c. Roman Hist. 3-3.	17, Current Hist. 5a. Am. Hist. & Gov. 1-3. 3b. Greek Hist. 2-3.	4a. Med. Hist. 1-3 9, Ad. Am. Hist. 4b. Mod. Hist. 2-3.	6a. Eng. Hist. 1-2. 18, Methods in Hist. 12, Ad. Civil Gov. 3a. Orient Hist. 1-3.
	4, Prose Comp. 1-2.	3a. Caesar 3-3.	2, Rev. Beg. Lat. 3, Caesar 1-3.
1a. El. Alg. 1-3. 3a. Pl. Geom. 1-2. 2. Teach. Arith.	1c. El. Alg. 3-3. 11, Teach. Math. 3a. Pl. Geom. 1-2.	6. Trig. 5, Sol. Geom. 1a. El. Alg. 1-3.	14, Surveying. 4b. Alg. 2-2. (3rd. yr. Math.) 3b. Pl. Geom. 2-2.
(Electricity 1-2) Adv. Physics 6	2a. El. Physics 1-3.	1, Nat'l. Philosophy.	2b. El. Physics. 2-3.
Supervision.	Observation.	Supervision.	Supervision.
Kind. Teach.	Kind. Teach.	6, Kind. Theory. 1-3.	4, Prim. Meth. 1-2.
Stenog. 1-3.	2nd. yr. Stenog. 1-3.	Bookkeeping.	
1b. El. Draw. 2-3	4, Methods. (6) Spec. Prob.	El. Draw. 1-3.	3a. Adv. Draw. 1-3.
Sec. 1 Dom. Sci 1-3 Sec. 11 Dom. Sci. 1-3	Mon. Tues. Wed. Wed. Thur. Fri.	Millinery. Hand Sew. 1-3.	Embroidery.
Woodturning 6&7 8, Mech. Draw.	11, Man. Arts in Ed	Pri. Man. Arts 1 9a. Metal Work.	3, Beg. Wood-work.
El. Music 2-3. El. Music 3-3. Voice (Priv.) Cornet, (Priv.)	Voice (Priv.) Piano (Priv.) El. Music 2-3.	El. Music 1-3. Violin (Priv.)	El. Music 3-3. El. Music 2-3. Voice (Pri.) El. Harmony
Phy. Ex.	1st. yr. Gym.	Phy. Ex.	3—6 Football 2nd. yr. Gym.
2nd. yr. Phy. Tr. 3:00. Phys. Tr. 1 3:00.	Adv. Phy. Tr. 3.40 Phys. Tr. II 3:40	Phys. Tr. 1 4:20 Phys. Tr. 111 4.20,	Tennis 5:00 Phys. Tr. 1 5:00

ZOOZ

Daily Program---Winter Term, 1913-14

DEPARTMENT	TEACHERS	Room	I 8:20—9:10	II 9:10—10:00
AGRICULTURE	PHILLIPS	11B	1, Plant Prop.	10, R. S. Geog.
GEOGRAPHY	PRATT	11	Orch. & Gard. 6, Feeds and Feeding.	8, Farm Mang.
BIOLOGY	STIGALL	14	Biology 2-2.	1, Gen. Botany 2-3.
CHEMISTRY	WALTERS	21	5, Hygiene	4, Physiology.
PHYSIOLOGY				
ECONOMICS	MORROW	D		4, Pub. Finance.**
EDUCATION	PHILLIPS	1		7, Hist. of Ed. 1-2.
	HUDSON	2	7, Hist. of Ed. 1-2.	3, Prin. of Teaching.
	McPHEETERS	C	3, Ed. Psy.	R. S. Psy.
	HUMPHREYS	B		1, Psychol.
ENGLISH	COULTER	15		13, Prin. Lang.
	BALL	16	6, Eng. Lit. 2-2.	3, 3rd. yr. Eng. 1-3.
	MARTIN	18	4, Am. Lit. 2-2.	4b. 4th yr. Eng. Rev.
	RUTHERFORD		2, 2nd. yr. Eng. 2-3.	3, 3rd. yr. Eng. 2-3.
	ABBOTT		a. Beg. Read 2-2	
GERMAN & FRENCH	HARRIS	Gym.	1, Beg. Ger. 2-3.	2, 2nd. yr. Ger. 2-3.
HISTORY	HENDRICKS	4		6a. Eng. Hist. 1-2.
	RUNYON	12	4a. Med. Hist. 1-3.	16. x1x Cent. Hist.
	BASS	3	5a. Am. Hist & Gov. 1-3.	5b. Am. Hist. & Gov. 2-3.
	McCLURE	4, 12 4, 3	3a. Orient Hist. 1-3.	3c. Rom. Hist 3-3.
LATIN	YEATER	8 7	6, Cicero 2-2	7, Vergil 2-3. 1, Beg. Lat. 2-3
MATHEMATICS	SCARBOROUGH	5		2, Teach. Arith.
	KENNEDY	6	6, Trig.	7b. An'l. Geom. 2-2.
	URBAN	9	5, Sol. Geom.	3rd. yr. Math. (4b. Alg. 2-2.)
	NICKERSON	10	1b. El. Alg. 2-3.	1c. El. Alg. 3-3.
PHYSICS	MORRIS	22	4, Adv. Physics	Electricity El. Physics 3-3.
TRAINING SCHOOL	CRISSMAN	Tr. Sch.	Supervision.	Supervision.
	DENNIS	Tr. B.		Teaching.
	SCOTT	Tr. B.	8, Kind. Theory 3-3.	Kind. Teach.
COMMERCE	ELLIS	A	Writing. 1-3, 2-3 3-3.	Writing 1-3, 2-3, 3-3.
ART	SHANNON	Tr. B.	7, Design.	
	HARWOOD	Tr. B.		b. El. Draw. 2-3.
HOUSEHOLD ARTS	DUNN	Tr. B.	Methods House hold Arts.	Mach. Sewing 1-3, 2-3.
MANUAL ARTS	AHRENS	M. T. B		3, Beg. Wood- work.
MUSIC	SOLOMON	O	Voice (Priv.)	Methods.
	HINSDELL	I	El. Music 2-3.	Piano (Priv.)
	JAMES	P		El. Music 1-3.
	MEYER	L	Hist. of Music 2-3.	Violin (Priv.)
PHYSICAL	ALLEN	Gym.		
EDUCATION	BAUSHKE	Gym.	Phys. Tr. 11 IV.	Phys. Tr. 11 VI.

Daily Program---Winter Term, 1913-14

III 10:30—11:20	IV 11:20—12:10	V 1:20—2:10	VI 2:10—3:00
3, Hist. of Breeds.	12 Physiog 2-2.	1, Plant Prop. Orch. & Gard.	Grain Judging.
5, Crop Production.	4, Dairy Husbandry.	2, Live stock Judging.	
2, General Zoology, 2-2		6, R. S. Agri. Biol.	3, Col. Botany 2-3.
1b. Chem. 2-3.	1c. Chem. 3-3.	1a. Chem. 1-3.	2b. Adv. Chem. 2-3.
1, Econ. 1-3.	3, Econ. Geog.	1, Econ. 2-3.	2, Econ. Hist.
7, Hist. of Ed. 2-2.	7, Hist. of Ed. 2-2.	Special Meth., Ethics.	6, H. S. Prob.
5, Sch. Ad.*	1, R. S. Mang.	1, Psychol.	3, Prin. of Teaching.
2, Psychol.			1, Psychol.
3, Prin of Teaching.			1, R. S. Meth.
4, 4th yr. Eng. Rev. 3-3.	1, 1st yr. Eng. 3-3.	1, 1st. yr. Eng. 2-3.	Grad. Eng. (Sem.)
1, 1st yr. Eng. 1-3.	4 Am. Lit. 1-2.	14, Juv. Lit.	2, 2nd. yr. Eng. 1-3.
11, Am. Poets	5, Composition 2-2.	5, Composition 1-2.	1, 1st yr. Eng. 2-3.
2, 2nd. yr. Eng. 3-3.	1, 1st yr. Eng. 2-3.	c, Debate.	
a. Beg. Read. 1-2.	4, 4th yr. Ger. 2-3.	1, Beg. French 2-3.	
3, 3rd yr. Ger. 2-3.	14, Ad. Eu. Hist. 2-3.	4b. Mod. Hist. 2-3.	6b. Eng. Hist. 2-2.
17, Current Hist.	5b. Am. Hist. & Gov. 2-3.	3c. Rom. Hist. 3-3.	4c. Mod. Hist. 3-3.
18, Meth. in Hist.	7, Mo. State Hist.	3b. Greek Hist. 2-3.	3b. Greek Hist. 2-3.
10, Ad. Am. Hist.	4b. Prose Comp. 2-2.	1, Beg. Lat. 1-3.	3, Caesar 1-3.
	3b. Pl. Geom. 2-2.	Hist. Math.	3, Caesar 2-3.
1b, El. Alg. 2-3.	3a. Pl. Geom. 1-2.	1a. El. Alg. 1-3.	10a. Calculus 1-2.
3b, Pl. Geom. 2-2.	2a. El. Physics 1-3.	7a. Anl. Geom. 1-2.	3rd. yr. Math. (Alg. 1-2.)
Part 11 6, Adv. Electricity.	Observation Class Teaching.	3a. Pl. Geom. 1-2.	2, Teach. Arith.
Supervision. Teaching.	Kind. Teach.	Supervision. Teaching.	Electricity El. Physics 3-3.
Kind. Teach.	Shorthand 2nd yr. 2-3.	7, Kind. Theory 2-3.	Supervision. 5, Prim. Meth. 2-2.
Shorthand 1st yr. 2-3.	4, Methods.	Bookkeeping 1-3, 2-3, 3-3.	Com. Law.
5b. Hist of Arch. Sculpt.	1a. El. Draw. 1-3.	(1c) El. Draw. 3-3.	Adv. Draw. 2-3.
1b. El. Draw. 2-3.	Mon. Tues. Wed. Wed. Thur. Fri.	(1a) El. Draw. 1-3.	
Sec. 11 Dom. Sci. 2-3.	12, Econ. of Man. Arts.	Embroidery.	Hand Sewing 1-3, & 2-3.
Sec. 11 Dom. Sci. 2-3	Voice (Priv.) Piano (Priv.) El. Music 1-3. Adv. Harmony 1-3.	2, Tech. Man. Arts 9a. Metal work.	4, Adv. Wood 1-2. 5, Cab. Mak. 1-2.
Woodwork 6&7. 8, Mech. Draw 2-3	2nd. yr. Gym.. 2nd. Quarter. Adv. Phys. Tr. 3:50	El. Music 2-3. Violin (Priv.)	El. Music 3-3. El. Music 1-3. Voice (Priv.) El. Harmony 2-3.
El. Music 2-3. El. Music 3-3. Voice (Priv.) Cornet (Priv.)	Phys. Tr. 1 3:50.	Theory of Games & Ath. 4:30 Jr. Basket Ball.	1st yr. Gym 2nd. quar. 3-6 Basket 5:00 Sr. Basket Ball.
Phy. Exams. 2nd. yr. Phy. Tr. 3:30. Phys. Tr. 11 2:00.		Phys. Tr. 111 4:30	Phys. Tr. 11 5:00

Daily Program---Spring, Term 1914

DEPARTMENT	TEACHERS	Room	I 8:10—9:00	II 9:00—9:50
AGRICULTURE	PHILLIPS	11B	13, Adv. Physiol.	9, Bact.
GEOGRAPHY	PRATT	11a	6, Feeds and Feeding.	8, Farm Mang.
BIOLOGY	STIGALL	14	Agri. Biology	1, Gen. Botany 3-3.
CHEMISTRY PHYSIOLOGY	WALTERS	21	5, Hygiene.	4, Physiology.
ECONOMICS	MORROW	D		3, Econ. Geog.
EDUCATION	PHILLIPS	1		7, Hist. of Ed. 2-2.
	HUDSON	2	7, Hist. of Ed. 1-2.	3, Special Meth.
	McPHEETERS	C	3, Ed. Psychol. chol.	2, Psychol.
	HUMPHREYS	B	3, Prin of Teach. ing.	1, R. S. Meth.
ENGLISH	COULTER	15		13, Prin. Lang.
	BALL	16	6, Eng. Lit. 1-2.	1, 1st yr. Eng. 1-3.
	MARTIN	18	4b. 4th yr. Eng. Rev.	4, Am. Lit. 1-2.
	RUTHERFORD		2, 2nd yr. Eng. 3-3.	3, 3rd yr. Eng. 3-3.
	ABBOTT		2, 2nd yr. Eng. 3-3.	
GERMAN & FRENCH	HARRIS	Gym.	1, Beg. Ger. 3-3. 6, Teach. Ger.	2, 2nd yr. Ger. 3-3.
HISTORY	HENDRICKS	4		6b. Eng. Hist. 2-2.
	RUNYON	12	4b. Mod. Hist. 2-3.	16, xlx Cent. Hist.
	BASS	3	1, U. S. Hist.	5a. Am. Hist. & Gov. 1-3.
	McCLURE	4, 12 4, 3	3a. Orient Hist. 1-3.	3b. Greek Hist.** 2-3.
LATIN	YEATER	8 7	11, Teach Caesar.	7, Vergil 3-3. 1, Beg. Lat. 3-3.
MATHEMATICS	SCARBOROUGH	5		2, Teach. Arith.
	KENNEDY	6	5, Sol. Geom.	
	URBAN	9		8, Col. Alg.
	NICKERSON	10	1c. El. Alg. 3-3.	3a. Pl. Geom. 1-2.
PHYSICS	MORRIS	22	Adv. Physics (Heat) 5	
TRAINING SCHOOL	CRISSMAN	Tr.Sch.		
	DENNIS	Tr.Sch.		
	SCOTT	Tr. B.	8, Kind. Theory 3-3.	
COMMERCE	ELLIS	A	Writing, 1-3, 2-3 3-3.	Writing 1-3, 2-3 3-3.
ART	SHANNON	Tr. B.	5a. Hist. of Paint.	Design
	HARWOOD	Tr. B.	1c. El. Draw. 3-3.	1a. El. Draw. 1-3.
HOUSEHOLD ARTS	DUNN	Tr. B.	Home Decora- tion.	Embroid. Mach. sew. 2-3 3-3.
MANUAL ARTS	▲HRENS	M. T. B		Beg. Wood work 3
MUSIC	SOLOMON	O	Voice (Priv.)	Methods.
	HINSDALL	I	El. Music 1-3.	Piano (Priv.)
	JAMES	P	1-3 Instrumen- tation.	El. Music 1-3.
	MEYER	L		Violin (Priv.)
PHYSICAL EDUCATION	ALLEN BAUSHKE	Gym. Gym.	Teach. Phys. Ed. IV. IV Hockey & C. C. Walking.	Phy. Tr. 1 VI Tennis VI

Daily Program---Spring, Term 1914

III 10:20—11:10	IV 11:10—12:00	Z O O Z	V 1:20—2:10	VI 2:10—3:00
11, Teach. Geog.	1, Plant Prop. Orch. and Gard.		3, Hist. of Breeds.	
4, Dairy Hus- bandry.	7, Soil fertility & Soil Phy.		2, Grain Judg- ing.	Stock Judging includ. poultry.
1, Gen. Botany 3-3.			5, Nature Study	3. Col. Botany 3-3.
1c, Chem. 3-3.	1a. Chem. 1-3.		1b. Chem. 2-3.	3. Adv. Chem. 3-3.
1 Econ. 2-3.	1, Economics 1-3.		1, Econ. 3-3.	Econom. Hist.
8, Sup. of In- struct.	7, Hist. of Ed. 2-2. Mod. Sch. Sys- tems.		5, Sch. Ad. * Child Study.	9. Sociology. 7, Hist. of Ed. 1-2 1, Psychol.
2, Psychol.	1, Psychol.		3, Prin. of Teach- ing.	
1, R. S. Mang.			1, 1st yr. Eng. 3-3.	Grad. Eng. (Sem.)
12, Prin. Crit.			10, Vict. Poets.	
1, 1st yr. Eng. 2-3.	2, 2nd yr. Eng. 1-3.			2, 2nd yr. Eng. 2-3.
8, Shakespeare.	4, Am. Lit. 2-2.		5, Composition 2-2.	1, 1st yr. Eng. 3-3.
3, 3rd yr. Eng. 1-3.	5, Composition 1-2.		a Beg. Read. 2-2.	
a. Beg. Read. 2-2.	1, 1st yr. Eng. 3-3.		1, Beg. French 3-3.	
3, 3rd yr. Ger. 3-3.	4, 4th yr. Ger. 3-3.			8, Eng. Const. Hist
17, Current Hist.	15, Ad. Eu. Hist.		4c. Mod. Hist. 3-3.	18, Meth. in Hist
6a. Eng. Hist. 1-2.			5b. Am. Hist & Gov. 3-3.	
11, Ad. Am. Hist.	5c. Am. Hist & Gov. 3-3. 4a. Med. Hist. 1-3.		3c. Rom. Hist. 1, Beg. Lat. 1-3.	3c. Rom. Hist. 3-3.
	10, Sallust		1, Beg. Lat. 2-3.	3, Caesar 2-3. 3, Caesar 3-3.
1c. El. Alg. 3-3.	13, Astronomy.			10b. Calculus 2-2. 3rd. yr. Math. (4b. Alg. 2-2.)
6, Trig.	11, Teach. Math.		1b, El. Alg. 2-3. 7b. An'l Geom. 2-2 1a. El. Alg. 1-3.	14, Surveying.
2, Teach. Arith.	3b. Pl. Geom. 2-2 4a. Alg. 2nd yr. 1-2.		Nat. Philosophy	2c. El. Physics 2-3.
Adv. Physics 7, Light.	2a. El. Physics 1-3.			
	(Class) Observation.		6, Kind Theory 1-3.	4, Prim. Meth. 1-2.
1st yr. Short- hand 3-3.	2nd yr. Short- hand 3-3.		Bookkeeping 1-3, 2-3, 3-3.	10, Theory & Special Met. 10
	4, Methods.		1b. El. Dr. 2-3.	
1a. El. Draw. 1-3.	1b. El. Dr. 2-3.			Adv. Dr. 3-3.
Hand Sewing Dom. Sci. 3-3. Adv. Dom. Sci.	Mon.Tues.Wed. Wed.Thurs.Fri.		Sec.1Dom.Sci.1-3 Sec.11Dom.Sci.1-3.	Mon.Tues.Wed. Wed.Thur.Fri.
Wood Turning 6 & 7.	Ind. Education 13			4, Adv. Woodwork 2-2.
8, Mech. Draw. 3-3			9c. Blacksmith-	5, Cab. Making
El. Music 2-3.	Voice Pri.)			El. Music 3-3.
El. Music 3-3. Voice (Priv.) Violin(Priv.)	Piano (Priv.) El. Music 2-3. Adv. Har. 2-3.		El. Music 1-3. Cornet (Priv.)	El. Music 2-3. Voice (Priv.) El. Harmony 3-3.
Phy. Exam. 2nd yr. Phys. Tr. 3:00	Adv. Gym. Adv. Phys. Tr. 3:50 Phys. Tr.1, 3:50		2nd yr. Gym. Phys. Tr. 111 4:30. Phys. Tr. 11	3-6 Base Ball 1st yr. Gym. Basket Ball 5:10 5:10 Tennis & Volley Ball.



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